

Police Nab Two After Howland Breaks

A former student at the University, who recently transferred to the University of Connecticut, was arrested on a warrant Monday night, along with a companion on charges of breaking into the University offices to alter his records.

Norman C. Pfeffer, 23, of 16 Caroline Street, Milford, is accused of gaining entry into the school offices on three different occasions to change his marks on school records.

Arrested with Pfeffer was Joel Brown, 22, of 83 Yale Street, a graduate of the University.

Both are being held at Headquarters precinct in lieu of \$5,000 bail pending further investigation. They are charged with three counts of breaking and entering.

Student Personnel officials discovered that twice in December and once in July of 1964, school records had been tampered with after the Howland Hall offices were entered via a window on each occasion.

"Fingerprints taken at the scene disclosed the identity of Pfeffer," said police.

Being checked also, according to authorities, is a report that the pair may have charged fees to boost marks of other students

Lewis To Head Bard Institute

Dr. Allan Lewis has been appointed Professor of English and Director of the newly-established Shakespeare Institute at the University, effective in the Fall 1965 semester.

Senior member of the faculty of the New School for Social Research in New York, Dr. Lewis is recognized as a leading authority on Shakespeare and Modern Drama.

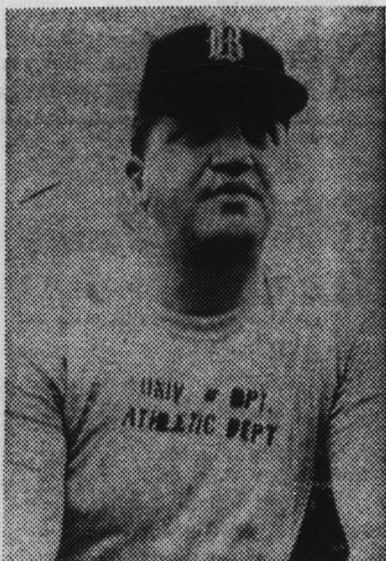
The Shakespeare Institute, which will be formally established on March 18, was conceived by Chancellor and Mrs. James H. Halsey many years ago. The idea was formed as a type of liaison between the University and the Shakespeare Festival Theater in Stratford-on-Housatonic.

The detailed plan for the Institute was worked out jointly by Dr. Leland Miles, dean of the College of Arts and Sciences, and William Stewart, assistant to the producer of the Shakespeare Festival Theater.

"Because of Dr. Lewis' administrative experience, his background in drama, his interest in Shakespeare and his past relations with the Festival Theater in Stratford, he is an ideal director for the Shakespeare Institute." (Continued on Page 15)

All faculty and students are invited to a 35th anniversary open house in The Scribe offices on the first floor of the new classroom building today from noon to 3 p.m. Refreshments will be served.

Coach DiSpirito Resigns



BOB DISPIRITO

In a surprise move Bob DiSpirito resigned as head football coach of the University this week to take a spot as assistant coach at Bucknell University.

The resignation, which is effective immediately, also left the UB baseball team temporarily without a coach. Athletic director Dr. Herbert Glines said that a new mentor for the baseball team would be chosen within this week. Practice began Monday for the UB nine.

Dr. Glines said there would be action on choosing a new football coach in the immediate future.

DiSpirito is the second UB coach to resign in the last month. Gus Seaman recently quit as

basketball coach to devote his energies to the full-time position as director of registration and scheduling at UB.

DiSpirito was head coach for five years, compiling an overall 18-22-1 record. The former University of Rhode Island Little All-America guard put a decided upswing on the gridiron program at the South End school with records near or better than .500 for four of his five years.

The 1962 UB football squad finished with five victories, tying the school record. Probably DiSpirito's greatest coaching win was a 15-14 decision scored by the 1963 Purple Knights over a highly-favored Ithaca team.

In baseball, DiSpirito served as head coach for six seasons with an overall record of 56-48. The UB mentor guided the Knights into the NCAA baseball tournament for the first time in the school's history in 1962.

"It was an opportunity I could not afford to turn down," noted DiSpirito discussing his move. "I definitely consider it a step up the football ladder."

Bucknell was the 1964 winner of the Lambert Cup, which is awarded to the best small college football team in the East. The Bison 1965 football schedule includes such big-name schools as University of Pennsylvania, Colgate, Lafayette and Temple.

The War in South Vietnam van der Kroef: We should Stay League Rally: Cease Fire Now

The reason for the sudden nationwide clamor for the U. S. to get out of Viet Nam, or go into peace negotiations was called "curious" Saturday by Dr. Justus M. van der Kroef, associate professor of sociology and political science, and an apparent attempt to "impede" U. S. progress in the war.

Dr. van der Kroef spoke before members of the Connecticut Society of the Sons of the American Revolution Saturday at the Brooklawn Country Club on the topic, "Our Far Eastern Crisis and Our American Freedoms." More than 150 members of various state branches attended the 75th annual banquet honoring the birth of George Washington.

"For ten years the U. S. has been involved in Viet Nam. For ten years the cancer of Communist subversion has been draining away the life of South Viet Nam and threatening the free nations of all Southeast Asia," Dr. van der Kroef stated. Now, when the U. S. seems finally determined to attempt to end this cancer and acquire initiative in the war, the demand is heard that we get out of Viet Nam. One is forced to conclude that those who are now desirous of 'peace' in Viet Nam apparently had little interest in the area so long as the Communist erosion process there was not impeded."

Dr. van der Kroef warned that in the demand that the U. S. go into the conference room with the Communists "it is well to remember that 'peaceful' diplomacy is but one aspect of Communist tactics."

"Negotiations, according to the communists," he said, "are, or should be entered into only when ultimate Communist objectives are thereby advanced, as Lenin made plain long ago."

It is also clear, Dr. van der Kroef explained, that the Communist North Viet Name are now capitalizing on what they sense is the division of purpose among Americans in the Viet Nam war. Recently, he said, Communist North VietName premier Pham Van Dong hailed the "prominent intellectuals," and "students and youths" in the U. S. who "have been ever more active in developing the movement

against McNamara's War in Viet Nam," and conveyed the "cordial and friendly greetings" of the Communist North Vietnamese to them.

"For the U. S.," Dr. van der Kroef observed, "the war in Viet Nam is not primarily a military or economic crisis, but a moral one. History has placed the burden of defending Southeast Asia's freedom on American shoulders," he stated. "To discharge this responsibility it is time to ignore the counsels of those ever ready to concoct new myths about the old realities of the Communist threat to free men everywhere."

Dr. van der Kroef advocated "an unabashed rediscovery of our national greatness and a muscular dedication of purpose as the first requirement for the preservation of freedom."

Under signs reading "Hands are for holding, not for killing" and "We Want Peace in Viet Nam," the Student League for Human Rights held a public rally last Sunday evening in Dana Hall.

The rally was attended by some 300 persons, including about 30 members of the Citizen's Anti-Communist Committee, who picketed before the program with leaflets and occasional jeers. Bridgeport police were on hand but no incidents took place.

During the rally, the Student League circulated a petition calling for a three-point stand on the Viet Nam issue: "an immediate negotiation, an immediate cease fire and a reconvening of the Geneva conference."

Several faculty and administration members were in the audience, including Chancellor James

H. Halsey and Mrs. Halsey, who is a member of the Women's International League for Peace and Freedom.

Dr. Christopher Collier, assistant professor of history, was the moderator. Dr. Collier emphasized that the University was not sponsoring the rally as was previously publicized.

Staunton Lynd, professor of history at Yale University, was the principal speaker. He said there was no analogy between the overrunning of Poland by Nazi Germany and the take-over of governments in Asia. "The Chinese revolution," he said "was an internal affair. Cuba's was an internal revolution. And the Vietnamese civil war is essentially a domestic movement."

He said the Saigon government does not command a majority of the people, but only 30 per cent of them. "The Viet Cong has the majority," he said.

If the United States wants to bomb Viet Cong supply routes, Prof. Lynds said, "The U. S. should bomb American bases, because most of the arms the Viet Cong uses are American arms captured from the Vietnamese national army."

He called for the setting up of an international control commission under the UN, and the scheduling of free elections, even though there is a possibility the outcome may be favorable to the communists.

Other speakers were Vo Thanh Minh, a Buddhist and former professor of oriental culture at Saigon university; Nina Derman, legislative chairman of the Women's International League for Peace and Freedom; and Mrs. Amy Swerdloff, a spokesman for the Women's Strike for Peace movement.

Mr. Vo said, "The deeper reasons for this long and dirty war are of another nature, three in number: mutual fear and ideological misunderstanding, economic profits, and war propaganda."

He claimed the partition of Viet Nam into north and south was equivalent to a death sentence, because the agricultural products of South Viet Nam could not flow to North Viet Nam, but had to go through Japanese middle men at a great cost.

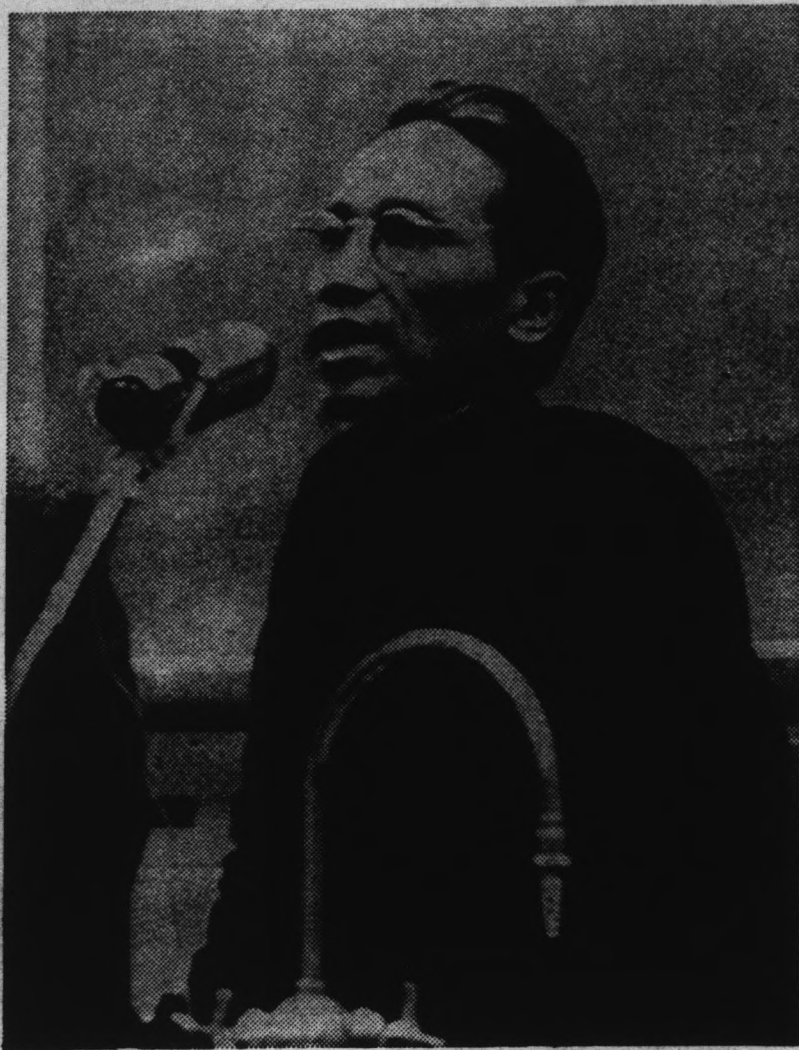


Photo by Paolucci

ONE OF THE RALLY'S SPEAKERS

Vo Thanh Minh, a Buddhist and former professor of culture at Saigon University, is shown answering a question during the Sunday rally.

'Majority of One' Tomorrow

"A Majority of One," the recently successful Broadway production by Leonard Spigelass will be presented in the Social room of the Student Center tomorrow evening at 8:30 p.m.

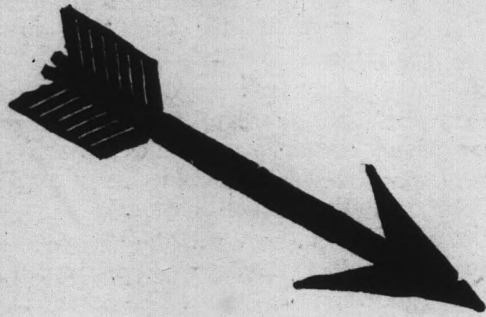
The Polka Dot Players, a Connecticut drama group will put on the production which centers around the clashing of Japanese

culture and American Jewish customs.

Playing the main roles will be Annette Fried, Ray Buzak, Pat Richardson and Jerry Nagy. Stewart Baker, a university alumnus and former Campus Thunder player, will direct the play.

Tickets are priced at fifty cents and can be purchased at the Student Center reception desk.

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The Children's Rehabilitation Center is in need of either individuals or student group volunteers to put Easter seals into envelopes. Any group wishing to make this a service project or any individuals interested in volunteering are asked to contact Richard Doolittle at the Student Center—as soon as possible. The Children's Rehabilitation Center is on the corner of University and Linden Avenues.

Hillel will hold an Oneg Shabbat at Congregation Shaare Torah Friday, March 12, at 8 p.m. Those desiring transportation should

meet at the main lobby of the Student Center at 7:15 p.m.

Hal Goodnough, "Goodwill Ambassador" of the New York Mets, will speak about baseball and his team on Wednesday, March 10, at 8:30 p.m. in the Social Room of the Student Center. A film of the Mets will also be shown. Goodnough has coached Jack Sanford of San Francisco and is rated one of the top ten of all athletic speakers by Drew Pearson. This event is being presented by the Student Council.

The Debating Team placed seventh in competition with twenty-

seven schools at the Thirteenth Annual Debate Tournament held at the Fordham University School of Education on February 22.

The affirmative team won three out of three rounds defeating Queens College, Yeshiva University and Rutgers University. The negative team defeated Pace College but lost to St. Joseph's and Scranton University.

The Team will represent the University at the Eleventh Annual City College Debating Tournament at City College in New York to be held on March 5 and 6.

vander Kroef Given Col. U. Fellowship

Columbia University has appointed Dr. Justus M. van der Kroef as a Senior Fellow in its Research Institute on Communist Affairs for the 1965-66 academic year.

Dr. van der Kroef, an expert on Southeast Asian affairs, is chairman-elect of the University's department of political science, a position which he will assume during the term of his Fellowship.

The Fellowship will enable Dr. van der Kroef to complete his book, "Guerilla Communism in Malaysia: Its History and Tactics." He has been granted a partial leave of absence for the year.

Columbia's research institute, established four years ago to encourage and sponsor research on international Communism and comparative aspects of the Communist system, periodically invites established American and foreign scholars who wish to work at Columbia on a particular project, usually for one year.

Dr. van der Kroef is the author of numerous articles on modern Southeast Asian affairs and has served in a number of advisory functions on that area of the world to U. S. government agencies. He most recently was a consultant to the Special Operations Research Office of the Department of the Army.

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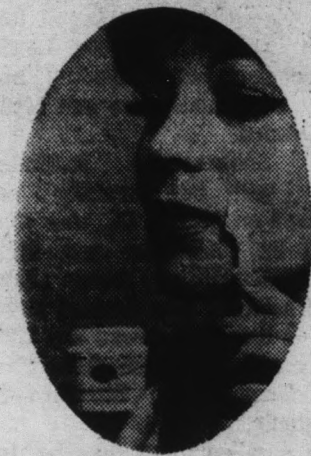
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35th Anniversary Supplement

THE SCRIBE

It All Started in 1930

Herbert Hoover was in the White House, the flapper had just left the scene and Wall Street was gasping. That was the American scene when the first issue of *The Junior College Scribe* went to press 35 years ago.

In March, 1930, volume one, number one of *The Junior College Scribe* was published. It was a four-page paper assembled by the efforts of a handful of students and the faculty guidance of Professor Charles B. Goulding.

No one thought the enterprise would succeed. It was considered something of a lark and along this line one of the first names selected was "The Spy." However, Goulding felt the lack of dignity in the name and, gaining inspiration from the 14th and 15th century manuscript printers, evolved the name *The Scribe*.

At the end of the first year, *The Scribe* found itself in the rare circumstance of having made money. However, to gild the lily on this year of adversity, the extra funds were stolen.

The second year distribution was free of charge and circulation increased. Goulding found himself learning a lot about editing, stretching copy to fit space and selling advertising to merchants who had barely recognized the existence of a Junior College.

The Scribe, then as now, felt itself to be the vehicle for reporting multiple sides of every issue. It often disagreed with administrative policy and published its own views. Dr. Goulding recalls that the supervision of *The Scribe* at that time was stricter and that the student editors were no as free as they are now. "If anything went into the paper that was contradictory to the administration, harsh criticism was received," said Dr. Goulding. "It was not allowed to publish anything too controversial."

But it was not long before everyone realized that *The Scribe* played an important part at the college. As they progressed, its staff grew, its coverage increased, its operations went along more smoothly and finally in 1947, it went from a monthly to a weekly under the aegis of Wendell Kellogg, first chairman of the University's Department of Journalism.

In 1951, Professor William DeSiero took over the advisorship of *The Scribe's* and carried on the line started by Goulding. Looking back on the early fifties, he stated that much of the work was done by only a few people.

"The problems of each generation," he maintained, "broke the continuity from one year to another." He added that instead of *The Scribe's* history being a continuous chain of events, it was more like a separate group of links.

In 1953, *The Scribe* put a new advisor's name in the masthead, Professor Howard Boone Jacobson, current journalism department head.

In this—*The Scribe's* 35th Anniversary issue—the editors have selected what they feel to be key areas of the University for in-depth reporting. Each area or topic has been explored as thoroughly as time and space would allow.

The editors and the staff of *The Scribe* wish to dedicate this anniversary issue to Professor Howard Jacobson, advisor-consultant to *The Scribe* and chairman of the journalism department, for the deep sense of professional training and ethics which he has instilled within staff members and also for the minimum advising which he has done; no greater compliment nor higher trust could be paid to a college newspaper staff by its advisor.

Chancellor Congratulates Scribe on 35th

To the Editor and Members of The Scribe Staff:

Hearty congratulations on the occasion of the Thirty-fifth Anniversary of *The Scribe*!

This is a significant record for continuous publication of a college newspaper, and all those students who have worked on the staff in previous years deserve commendations as well as do the present staff members.

The outstanding development of *The Scribe* has paralleled that of the University as we have grown together over the years. I remember the first time I saw *The Scribe* in the autumn of 1938 when I became Assistant to Dr. E. Everett Cortright, founder and the first President of the institution. That 1938 *Scribe* was as different from the 1965 *Scribe* as the old main building on Fairfield Avenue was from the new College of Business Administration building.

Certainly the size and appearance of *The Scribe* have changed, as have the size and appearance of the University. Both have grown tremendously and both have kept pace with modern changes.

In one respect, however, *The Scribe* and the University have not changed, and that is in the desire of each to build consistently toward excellence. As I have had the opportunity to observe some twenty-seven different *Scribe* staffs since 1938, and to

watch and participate in the evolution of this institution from a Junior College of only 135 students to its present size, I have been continuously impressed with the devotion, hard work, and exceptional abilities of the students who have worked on *The Scribe* and of the faculty-staff. We all hope these parallel efforts will continue and help us reach the announced goals of *The Scribe* and the University.

It can be said that over the years the members of the faculty, the administration, and *The Scribe* staff have not always agreed on all institutional policies and procedures. I do believe, however, that in all such controversies, each group has shown the greatest respect for the others, and that eventually all issues were resolved or finally understood. This mutual respect for differing viewpoints is essential not only for a great newspaper, but also for a great university, and I hope this policy can be maintained at all times in the future.

I am pleased to commend the Editor and his staff on this important anniversary, and I extend to all of them, as well as to future *Scribe* staffs, the very best of wishes for all the years to come.

Sincerely yours,

JAMES H. HALSEY,
Chancellor

Thursday: The Work Begins Then

It is Thursday morning and *The Scribe* is at its customary places all over campus. In the Student Center cafeteria students look over the paper, checking the latest news, features and coming events.

Across the street in *The Scribe* offices another group of students sit in an office and check the paper. But this group is more interested in such things as inverted letters, misspellings, white space and short heads. This is *The Scribe* staff.

The names do not matter; they change just about every year. The staff positions are constant and the problems are always the same.

Members of the staff continue to study the paper, looking for the inevitable typographical errors and cringing at their discovery until the editor starts handing out assignments for the next issue.

And so it goes. Before the students have finished reading one issue, the machinery for the next issue has already been put into operation.

On Wednesday evening, the editor sits down after having proofed the week's issue which will be on the stands the following day and compiles a list of stories which are to be in the following week's issue. The list will contain immediate stories for the coming issue as well long range assignments.

On Thursday the editor meets with the news editor whose responsibility is to make sure everything happening on campus is covered. Both the editor and the news editor compile an assignment list for the staff of reporters and it is put up by noon that day. Stories which are not due on Monday are due by noon the following Thursday.

On that same day, Thursday, the advertising side of *The Scribe* finishes up its job for the coming issue. The advertising manager knows what ads will be run and lays out "dummies" which show the editor how much of a news hole will have to be filled and how many pages will be run. As soon as the advertising manager has given the editor the dummies, he begins his job all over again; hunting for ads and building up lineage for the following week.

On Friday the editor, copy editor and news editor huddle together to determine exactly what will be in the coming week's issue and what stories will have to be taken care of during the Monday copy desk.

By 3 p.m. Friday, copy which was brought in by reporters on Thursday is corrected and sent to the printer.

On Monday from 10 a.m. to 1 p.m. the entire staff reports to copy desk. For three hours typewriters go full blast as assignments are finished. Stories are touched up, new copy is worked



THE FIRST SCRIBE

Four columns wide, *The Junior College Scribe* was first published on March 7, 1930. Dr. Charles Goulding was the paper's advisor.

(Continued on Page 15)

\$17.5 Million Development Fund Aim

It will take \$17,500,000 and seven years to take the University where it wants to go. This is the 1972 goal of the present fund raising campaign.

In the first phase of this effort, a goal of \$6,000,000 has been set, and approximately \$3,400,000 of this sum has already been pledged or contributed.

According to Chancellor Halsey, the specific objectives of the first phase of the long-range plans are as follows: \$1,215,000 for the new classroom building (this building has been constructed and fully paid for); \$2,000,000 for endowment for faculty salaries and scholarships (approximately \$500,000 raised to date); \$500,000 for immediate expendable funds for faculty salaries and scholarships (approximately \$500,000 raised to date); \$1,350,000 for a Fine Arts Center; \$450,000 for a new Administration building; and \$435,000 for various restricted purposes (over \$800,000 raised to date).

Allocations for a Fine Arts Center and a new Administration building will probably be made after the beginning of 1966. In the meantime, all unrestricted funds are being put into the endowment fund or into the expendable faculty salary and scholarship fund, said Dr. Halsey.

Funds are being sought from a variety of sources under eight different categories as follows: Group I, the official UB family, includes trustees, associates, faculty-staff, parents, students, and dentists who contribute funds for the Fones School of Dental Hygiene.

Group II, the Bridgeport community, is made up of business and industrial firms, organizations and individuals.

Group III, includes industries in adjacent areas, such as Nor-

walk, Stamford, Greenwich, Danbury and Milford.

Group IV, includes national corporations which do not have Bridgeport plants, such as the U. S. Steel Corporation, the Standard Oil Company of New Jersey, the Eastman Kodak Company, etc.

Group V, national philanthropic foundations, includes foundations such as the Ford Foundation, Carnegie Foundation, Rockefeller Foundation, etc.

Group VI, the Federal Government, includes grants from the National Science Foundation, the U. S. Public Health Service, the U. S. Office of Education, etc.

Group VII, includes individuals outside the Bridgeport area, and Group VIII, which includes various miscellaneous contributions that originate from sources other than those listed in the previous groups.

Some of the largest donations received during the past year include: \$300,000 from the Charles A. Dana Foundation for the new College of Nursing building, for which the U. S. Public Health Service also gave \$338,000; \$150,000 from Arnold Bernhard of the Board of Trustees for endowed chairs in English, history, mathematics and philosophy, and for enrichment of the academic program; endowed professorships in the amounts of \$62,500 from the Warner Brothers Company of Bridgeport for business administration, and from Albert Dorne of the Famous Artists Schools in Westport for drawing in the Art Department; and a bequest of \$130,000 in the will of the late Mary Ford Dunn of Portland, Connecticut, for the Engineering College; and \$21,000 from Louis Jacobson for equipment in the case study room in the College of Business Administration building.

ing.

The Parents' Association, through voluntary gifts as well as the membership fee, has contributed approximately \$115,000 for faculty salaries, grants for various student activity programs, and endowment for professorships, noted the Chancellor. Dr. Halsey said that the parents' current voluntary effort is to raise funds for nine endowed professorships of \$62,500 each, one from each of the nine geographical areas in which university students live.

Dr. Halsey explained that the Alumni Association also carries on an annual fund which currently is being used to pay back a pledge of \$100,000 that was made when the new Student Center

was built. Total Alumni contributions amount to more than \$125,000.

The University has engaged the professional services of the public relations firm of Gonser, Gerber, Tinker & Stuhr of Chicago as consultants to the development staff. Dr. Robert L. Stuhr, a partner of the firm, visits the campus at six-week intervals.

A Development Council composed of volunteers, representing each of the constituent groups, is being organized. This body will work with members of the staff under the direction of Dr. Halsey.

Dr. Halsey said that the cooperation of the students is also being sought in this long-range plan and that Gerald Webber, president of the Student Council, has

been invited to serve on the Development Council as representative of the student body. A committee of students will soon be appointed to work with him.

Chancellor Halsey said that he is confident the University will meet each of the goals in its Development program and that he is heartened by the increasing support the institution is receiving from an ever-widening group of friends. He added that the entire "UB family" is most grateful for this growing support and that the Administration would do all in its power to see that those who "invest" in the University will be pleased and proud of their educational "dividends."

Alumni:—Young But Growing

A University alumnus is young, married and not rich.

The mortgage payments, the hospital bills for the new baby and payments for the car deplete any savings the alumnus can salvage from his salary in his average occupation.

The University alumnus has not yet established himself in the business world.

According to William B. Kennedy, director of Alumni Relations, it will be 1970 before the University has a somewhat successful alumni class.

Therein lies the answer to why the University receives \$19,000 in contributions from 1,400 graduates—an average of a little more

than \$13 per person.

The alumni fund, first started some ten years ago with 172 contributions totalling \$1,100, now has that 1,400 number of contributors who have brought the average gift from \$6.50 when the fund first started to its present \$13 or more.

The University receives contributions from one quarter to one third of the persons on its alumni role. Kennedy said that this is "pretty good," considering that the range for an urban university is from 12 to 40 per cent.

But Kennedy admits that "we need more people and more money than we have now."

Kennedy's job is to keep track of alumni, to inform them of what is happening at the University, how it is growing and how the alumnus can keep it growing.

In an attempt to keep the alumni informed, Kennedy's office mails out four times a year the Alumni Advisor, the Association's newspaper containing the University's growth and progress report.

The University's Alumni Association has several programs to recruit graduates as active, contributing alumni. The Association has conducted regional parent-alumni meetings in various areas where University students and alumni reside.

Meetings have been held

in Boston, Stamford, Westchester, Long Island, and New Jersey with Chancellor James H. Halsey, President Henry W. Littlefield, and Dean Alfred R. Wolff attending.

"Some of these meetings have worked out and others have not," Kennedy commented.

Many University alumni have sought to contribute to the University educationally. In 1960 the Council of Deans formed the College Alumni Committees to meet at reunion time with the deans of the nine colleges.

This group makes recommendations and suggestions for the improvement of the colleges. The committees have about 100 participants and are open to all alumni.

Some of the University's colleges are instituting their own programs to bring alumni together with graduating seniors. Arnold College has begun to hold meetings for their alumni and graduating seniors honoring the seniors. Fones College has a dinner for graduating women and their alumni. The department of industrial design has a similar program for seniors and alumni including a student-alumni weekend and a display of their work.

Kennedy called this "a good trend because alumni can offer seniors with much help in their fields."

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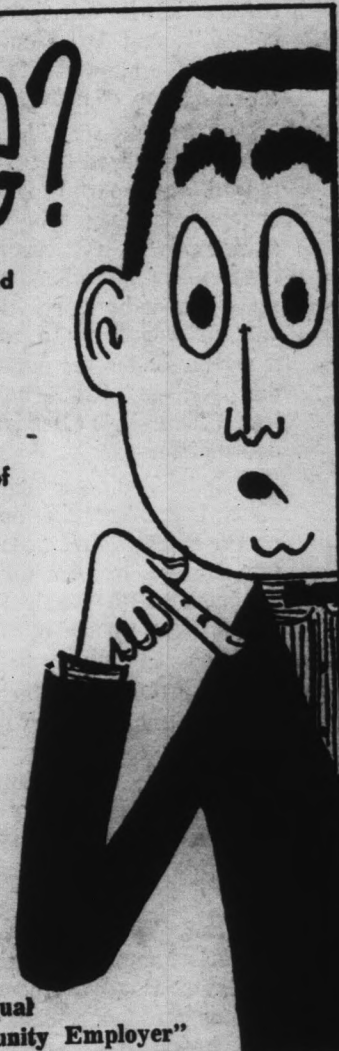
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Trying to Meet the Need

By CHARLES KENNY

A tidal wave of war babies desiring a college education has crashed against colleges and universities across the nation, and the waters have not yet receded from the ivy walls.

Faced with this dilemma, now common to all institutions of higher learning, the University has embarked on a program of expansion to meet the need.

But critics of "bigness" cry out that quantity and quality do not mix. They call students from large universities "mass-produced" products of "diploma-factories."

In answer to these claims, University President Henry W. Littlefield firmly defends the University's expansion program, calling it an obligation to help meet the need for increasing enrollment.

He says there is not necessarily any conflict between quantity and quality—the possibilities of a decrease in quality result from the way in which an institution is organized, the methods of instruction used, and its ability to work with students as individuals.

"By expanding, we will not only benefit from more economical and efficient organization, but we also are able to offer the highest quality of education," he says.

President Littlefield doubts whether new independent colleges will be established in the next few years and suspects that no substantial expansion will take place in private residential colleges. He says the pattern of growth is for urban and community colleges, and the University typifies this group.

How about the mass-produced student? In the flurry for more and bigger buildings, higher dormitories, and more parking lots, is the student's education being neglected?

Not at the University, President Littlefield asserts. "If an institution is organized so that the individual is recognized, the size does not matter. I think of the University as separate colleges—this is not mass education, this is organization for the best possible use of students."

He said that any system that gets down to the individual student is good, and that most classes at the University are small classes. He added that the educational experience of students should include a variety of teaching techniques, including some large lectures, some average size classes, and some seminar groups.

There will be quite a few "individuals" to recognize. When the expansion program has been com-

Our Expansion Program

pleted in 1971, there will be approximately 5000 full-time and 5,000 part-time students attending the University. The number of full-timers will be evenly divided between resident and commuter students.

The percentage of dormitory students would increase if the influx of students to new junior colleges in the area increases, because of the lower number of local students entering the University.

The University now has students from 26 to 28 states, and over a period of years, every state in the nation has been represented, including Alaska and Hawaii.

"We will seek students nationally and internationally," says President Littlefield, "but our Trustees have a commitment that no qualified local student be turned away."

Ten thousand students represent a Herculean task for future teachers at the University. Part-time teachers have to be sought for help. It is current University policy that no more than 25 per cent of the curriculum be taught by part time teachers, and this percentage is expected to be retained even in expansion.

By 1971, the University plans to employ 322 full-time and 260 part time teachers. This is just about double the faculty of 1961.

President Littlefield says that the University will have much more flexibility at the end of the expansion program, especially in the use and appointment of faculty members.

The University will have to match buildings and facilities to these 10,000 students. Along these lines, the expansion program has included such projects as a new men's dormitory and a new College of Nursing building.

President Littlefield says that long range planning includes a Fine Arts Center, and when the University gets through its present stage of scholarship and professorship financing, it will work toward obtaining funds for the center.

"We also have in mind a new administration building, housing the administrative offices now located in Cortright, Fairfield and Howland Halls," he said.

And in even longer range planning, the administration is thinking of building a chapel, a field house and additional parking facilities. The University has taken over the old Herakd building, and these future plans include the in-

stallation there of the Maintenance department, and possibly part of the Engineering department.

"We are seriously considering the establishment of a seventh college—a college of Fine Arts," President Littlefield says. Although the University has appropriate regional and professional accreditation in many major areas, it is yet the goal of the administration to secure accredi-

tation in those fields not now so recognized.

In addition, he says the University might eventually offer a doctorate in education—perhaps by 1970.

But expansion is expensive. President Littlefield says the University intends to have a continuing program of fund raising, and as it expands, it is hoped that there will be an increasing amount of bequests and grants.

For self-liquidating projects, the University borrows from the government.

"We have raised a goodly amount of money," he says, "and feel that people will continue to support the University."

Speaking of money, will the rising tuition costs be justified by the expanded educational facilities available at the University?

You get what you pay for, intimates President Littlefield.

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'Town vs. Gown':

"Town versus gown" is an academic fact of life.

Every college and university located in the middle of an urban community continually faces the suspicion and resentment of townspeople.

"Town versus gown" is an old problem. It is a dilemma which shows no favorites. It plagues the Ivy Leaguers like Yale and the University of Pennsylvania as well as non-contenders. Probably the only distinction that can be made is that the greater status a school enjoys, the less attention it can pay to complaints from the townspeople.

The University, committed to a program of physical expansion and improvement, ran into the "town versus gown" problem last year when the administration found it necessary to scratch a proposed nine-story men's dormitory off the drawing boards because area residents objected to the proposed site.

As the first step in the construction of the dormitory, scheduled to be built on the corner of Iranistan and University Avenues, University officials requested the Bridgeport Zoning Board of Appeals to issue a waiver of the city zoning regulation which prohibits structures over four stories in that area.

On the day that the decision from the Zoning Board was scheduled, 150 area residents submitted a petition to the Board asking that a waiver not be granted to the University. In the petition and in city newspapers, neighbors subsequently accused the University of not being a good neighbor, of turning Seaside Park into a Coney Island, and of using the money saved in municipal tax exemptions to destroy the park area.

The alderman of Bridgeport's second district came to the support of his constituents and asked the University to find another site for the proposed dorm.

In order to restore some harmony to the strained relations between the University and its immediate neighbors, Vice President Albert W. Diem and other

administrators withdrew the University's request for a waiver from the Zoning Board and dropped plans for the nine-story structure.

At that time, in a prepared statement, Diem said that although the opposition related only to one building, it was the "entire development of the University and the growth of the city of Bridgeport as a 'university town'" which was involved.

"It is not in the interest of the University, of the neighbors or of the city of Bridgeport that there be a running controversy between 'town and gown' which has blighted relations in other communities, often for the same reason," he said.

"The community has to decide for itself," Diem added. "Does it want a university? How much value does it place on a university as a cultural as well as economic asset to the community? What is it willing to do to assist a university in its growth and development?"

But how serious is the "town versus gown" controversy for the University?

Diem believes it is not as serious as the defeated-dormitory incident might lead people to conclude. He cites the neighborhood cooperation he encountered while visiting area residents to get property easements and rights of way for the \$400,000 lighting project currently being installed on the campus.

Diem also maintains that the University's relationship with the greater Bridgeport community compares favorably with town-gown situation in other college communities throughout the country.

"The image of the University is constantly improving in the Bridgeport area," he notes. "The people in this community are looking at the University with a great deal of favor not evident just a few years ago. They are saying that the University is doing great things."

Diem believes that no community can develop today without a college or university within a 25-

mile radius. "The city of Bridgeport is fortunate in having not one, but three," he adds.

Universities confronted with serious "town versus gown" problems have tried various schemes to court the favor of the townspeople. One plan is for the university to open its facilities to the community.

The University is quite willing to make its facilities available to the proper community organizations, Diem says. It is limited by the city ordinances which prohibit any function not connected directly or incidentally with education.

Community groups which can be classified as educational are invited to use University facilities like the Student Center social room and the private dining room. The fee is nominal, enough to cover costs of meals, maintenance, etc.

Community organizations can use our facilities provided that they are not being used by students, Diem emphasizes. However, "use of these facilities by outside groups is nominal."

Community use of facilities is restricted by the city ordinance and by the parking problem when evening classes are in session, Diem claims.

Diem believes that the community would like to make more use of University facilities, but points out that the administration would have to make its own restrictions.

"We wouldn't want to compete with any profit-oriented organization in the city," Diem says. "We are now contributing to the economy of Bridgeport, but we would be biting the hand that feeds us if we went into the hotel business."

As much as it might be minimized, the University, like any other university or college in a substantially populated community, still has a "town versus gown" problem. If it isn't evident at a given moment, it can fly up in the next moment caused by a single incident.

How does a university reduce the incidents of friction with its

community and even its immediate neighbors? If there is an answer, it lies in the amount of respect a university can gain.

How is the University of Bridgeport going to gain this respect?

"We can't get credit for standing on a soap box and saying how good we are," Diem answers. "The University has to earn its reputation with the townspeople."

Diem is convinced that the administration is doing everything it can to gain respect. The academic program is being up-graded. New faculty is being added. But all of this is to no avail if the student body doesn't take the initiative, he claims.

"If students could see what they are doing to themselves and to the University by their disregard of others' property and rights, I am optimistic students' attitudes would change," Diem says.

Vice President Diem's position would indicate that an educational program to appeal to the better sense of University students might do some good.

Last October Diem appealed to the Student Council for help in developing such a program and asked the governing group to take the lead in doing some educating of their own.

Diem outlined to Council members a number of student-caused, neighbor-disturbing incidents which were the continual cause of

friction between the University and its neighbors. He pointed to a number of examples including irresponsible driving and parking in the campus area, beer cans thrown carelessly around, noise and indiscreet boy-girl relationships on the streets.

Council members immediately responded that they did not realize the frequency or the magnitude of such incidents. They said they would bring it to the attention of other students. Council President Gerald Webber appointed a "campus beautification" committee.

Diem reports that the only word he had heard from this committee was a memo stating that the committee would work with the head of the Beautify Bridgeport Committee, a sub-committee of the Bridgeport Chamber of Commerce.

The memo is one isolated glimmer of hope in the otherwise barren desert of student interest, Diem says.

What about the future? Will the University be held up in its expansion program again?

The University's relations with the Bridgeport Community as a whole are satisfactory. It is with the area residents that the University encounters its greatest "town versus gown" problem.

"The administration is doing everything it can do to gain area respect," Diem has said. "It is now up to the students."

Our Image: What People Think of it

In an attempt to find out what the people of Bridgeport and this area think of the University, reporters were sent to the shopping area of the City to interview people on the University's image. What do you think of the University of Bridgeport's image?" was the question posed by the freshman reporters. Below are some of the responses they obtained

from their polling of 100 people.

Bernard Gold, delicatessen operator, "In my opinion the school has a high image. It's a fine school with fine kids. I heard that there are over 9,000 applicants this year so it must be good."

Salesgirl in drugstore: "Well, it supplies boys for girls in Bridgeport. My fiancée went there."

Frank Moriedo, bricklayer, "It is a good picture. I don't know much about the school but I guess it helps the City. At least it brings some culture into Bridgeport."

Mac Jones, assembler, "The college is all right but some of the kids that go there aren't. You know, the kind from New York who think that they know everything. Sometimes they're so snotty and bossy; that what I don't like."

Albert Masek, policeman, "The image is certainly good. Look at all the University does for Bridgeport. It helps businesses, creates jobs, helps local kids. Sure there have been some incidents such as the drug cases, the small riot and that, but that will happen anyplace, in school or out."

William Cox, machine operator, "It's one of the best things for Bridgeport. I know just from people I work with how it can help them. The night school is a great thing because a man who works in a factory can advance himself to better jobs."

Frank Layrid, custodian, "The image? It's very good. But you know, there is some beautiful scenery provided by Seaside Park and I think the school should be a little more considerate in where they build. They should also eliminate a lot of this trouble they've had recently."

George Drier, assistant manager, Remington company, "It's a pretty good school; it isn't Seaside High anymore."

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HAPPY ANNIVERSARY

FEDERAL AID:

It Helps Growth, But Debt Rises

Without federal assistance, the University would have fewer buildings, far fewer students, and no dormitories.

This is why the administration is particularly alert for news of federal loans and grants to education.

Many large colleges and universities can reap the benefits of huge alumni contributions. The University can not. The average gift of a University alumnus is \$13.

Massive endowments play a major role in the operations of many educational institutions. The endowments for the University are not large enough to support all its programs.

The University Development Fund, begun in 1962, is young and does not have enough funds to be solely relied upon.

Federal assistance seems to be the only solution left.

How does the University stand in the federal account book? It has borrowed \$7,835,000 from the federal government through the Housing and Home Finance Administration (HHFA) for several

projects: Barnum, Seeley, Chaffee and Cooper Halls, the Student Center, the North and South Men's Dormitory, and Warner Hall.

The University has paid back \$260,000 of this loan, leaving a debt of \$7,575,000 as of June 30 of this fiscal year.

Without this federal assistance, the University would never have been able to construct dormitories. Without HHFA loans, it would never be in the position it enjoys today — that of being able to house 2000 resident students.

So the University is not waiting for the government to come to it. "I feel that if Congress has made funds available, it is the responsibility and obligation of the University to explore its qualification for these funds," says President Henry W. Littlefield.

When the University borrows to build a dormitory, it utilizes the borrowing power of the federal government. Since the interest rate involved in government borrowing is lower than that of private lenders, it is easier for the University to pay back the loan — with interest.

But dormitories do not make a university. As colleges and universities grow and expand, there is a need for more facilities to match the enrollment. The question this brings up is: should government loans be made available to expand these private colleges and universities that are already established, or should the money go toward building new public institutions?

President Littlefield believes that it is more economical to provide federal aid to private higher institutions than to develop new public institutions with large campuses, organizations and facilities.

The federal government is not only concerned with the capital growth of colleges and universities. It is interested in scholarship programs and other financial aid to students as well.

A total of 274 students are now attending the University under the National Defense Education Act. They were granted loans totaling \$148,000 by the Act.

"Federal aid aimed directly at students is good because it makes it possible for them to go the college of their choice in

1965," Dr. Littlefield says. He explained that it is better that students be able to pick their college, instead of individual colleges receiving financial aid and thereby lowering tuition costs.

There are five private colleges and universities in Connecticut, including the University of Bridgeport, that have been recently established. These five colleges have doubled their enrollment in the last five years, while the enrollment for all colleges and universities lagged behind with only a 43 per cent increase.

This points out that private educational institutions have been more than carrying their weight in meeting educational needs. Dr. Littlefield agrees with this finding, and indicates that it is therefore "sound business" to provide state and federal scholarship programs.

There are three general ways the federal government can provide aid to colleges and universities for facilities.

First, the government can make loans with 40 year mortgages. This type of aid is usually connected with dormitories, in which cases the room and board fees are pledged as a type of mortgage payment. In Warner Hall, for example, the University put up the land, and the government loaned the money for everything else except the furniture.

An application for a federal loan is a formidable job. It involves justifying the University to a prospective lender. Vice President Albert E. Diem says "you must show you are a good credit risk."

Vice President Diem says that since this type of aid must be repaid by pledging tuition income in the case of non-dormitory buildings, he thinks the Board of Trustees would take a dim view of applying for the loan.

But an outright grant does not have to be repaid, and this is the second type of aid the federal government can offer.

Outright grants are generally for the support of graduate facilities, and the University has not applied for them because it has neither the facilities nor the requirements for graduate work. "When we are ready for such grants, we will apply," Diem says.

If the report is favorable, the responsible government official may make the appropriation.

In requesting a grant for the proposed College of Nursing Building, the University was only one of hundreds of institutions applying across the country.

The \$330,000 government grant was quite a "feather in the College of Nursing cap", according to Vice President Diem.

The third form of government aid is the one-third grant. The grant will pay for up to one-third of the construction costs, but when the University applies for the one-third, it must already have the remaining two-thirds of the funds.

In such matters as the proposed Fine Arts Building, an item up for consideration on the long range development program, "we do not have the necessary two-thirds, and therefore have not made application," Diem says.

Although no commitments have been made to date, it looks as though another dormitory will be constructed in the future to replace some of the University's smaller buildings.

Meanwhile, indications are that the University will analyze federal aid programs in the hopes of strengthening graduate facilities, cooperation with the anti-poverty program, and in health and nursing instruction.

The Night People:
Where They Stand

Is the evening division only a last-ditch chance to obtain a college education?

This type of criticism of the evening division's academic standards seems to be unjustified in light of the facts.

Contrary to what may be popular student belief:

- Evening courses are not easier than day courses

- Part time teachers are not raw recruits

- It is harder, not easier to stay in the evening division

- It is not a back door to the day division

- The division plans to get even tougher

One obvious drawback, however, may lead to prejudice. It takes from eight to ten years to obtain a degree through the evening division. The high attrition rate may be the result of the length of time required to receive a degree.

Many evening students work during the day and attend classes because their employers have developed tuition refund plans to encourage employees to further their education. This seems to have become a trend today and it is a fringe benefit that people look for when seeking employment.

The belief that evening courses are easier than those given during the day was discarded by James W. Southouse, director of Evening Classes.

"We have the same professors teaching day and night and they sign a contract to teach either classes. The courses are under the same department chairman for both day and night sessions. If an additional faculty member is needed, he is hired by the department chairman," he said.

"Any difference between the full time and part time faculty is generally decreasing," he continued. "University policy says that part timers must start with at least a masters degree."

The evening division does not tolerate poor scholarship as much as the day division. The evening student is not given as much of a chance of staying in school on probation. Each student's academic record is checked every year. If he is doing well, he receives a note letting him know

this. If he is not, he is also notified of this.

"Fifteen deficiencies and you're out," the student is told, explained Southouse. "We have a responsibility to the adult and we won't let him continue and take his money if he's qualified because that is dishonest," he continued.

"We set up academic safeguards to make sure the students don't wander around over the years," Southouse said. "We open the door; whether the student stays is up to him," he added.

The evening division plans to get tougher in certain areas in the future, especially that of education. "Education majors will be called out real quick if they're not qualified so they don't waste their time," Southouse said.

This is done by the faculty committee which also has control over the day division. This may bring the standards of the evening division close to that of the day school.

It is possible for a person to audit a course as is done in adult education programs. This is discouraged by the University, since full tuition is charged even when a person only chooses to audit the course.

Southouse said this was done because, "our program is not set up for people to take programs for their own interest. The evening division allows a student to obtain a degree in almost any field that is offered in the day division with the exception of industrial design. The associate degree is offered as well as the B.A. and it won't be too long before graduate work is offered in arts and sciences.

The Evening Division Office is 90 per cent administration according to Southouse and does not cross to the academic side of the fence. This office works with students when they have problems and is the link between them and the dean of the school or the chairman of the department.

The evening division is tied very rigidly to the University with very slight differences in rules and regulations. The evening division very rarely has to deal with problems like plagiarism or parking fines. Southouse believes this is because the stu-

dents that attend evening classes are adults.

"If they do fool around, we don't bring them in and slap their wrists, we kick them out," he said. "We apply the same rules when it comes to cheating. An adult gets the same medicine as any other student and this happens very rarely about once every five or ten years which shows that it is very rare," he continued.

Southouse is very careful to make sure that the evening division is not a back door to the day division. If a student is turned down by the day school, his name is sent to the evening office. If he has registered for evening classes, he receives a letter telling him that he registered on his own and won't receive credit unless he clears with that office before the end of the semester.

If a person is rejected by the day division, he will not be allowed to matriculate until he goes at least one semester as a non-matriculated student first.

One problem concerning the evening division is that a day student can go on probation and take six credits at night and then return to the day division. There is no rule at present to stop a student from doing this because the day division feels that if a student is qualified to remain in day school he is qualified to take evening courses.

Students who have been separated from the day division may not take evening classes. They must take off one semester and then petition the academic standing committee of their college before they can return day or night.

At present, the evening division allows anyone to take courses if he has a commitment to adult education, but in the future it is possible high school records and college boards will be reviewed before a student is allowed to register.

Southouse does not think that the evening division will go after the same scores as the day division but this information will definitely be useful to counsel the student. "Everyone takes college boards now so they might as well send them in to us," Southouse said.

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HAPPY ANNIVERSARY



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SCRIBE

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Section

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The Scribe and Press Freedom

What is the role of the campus newspaper?

To some, particularly administrators, the campus newspaper should be simply another house organ, containing and telling the story of the university, as seen through its eyes. To students, the campus paper should print the traditional news, but should also frequently lash out against the administration; with justification not necessarily being a prerequisite. To faculty, the campus newspaper should operate on a higher level of intellectual thought.

The role of *The Scribe* on this campus has been to act as "a training ground for budding journalists and for all those interested in the written word. It works for better relations and understanding among students, faculty and administration. It is the Fourth Estate in the college community."

"It is a press of the college, by the college and for the college."

To carry out this purpose, the primary need is, of course, for freedom; freedom to not only print the news, but also to discuss and interpret without fear of reprisal. This freedom is also needed so that student journalists can learn and understand their responsibilities through experimentation. It is the only one consistent with the process of a liberal education which encourages independence of thought and promotes constructive inquiry.

The student press has an educational function within the context of modern, democratic education; this educational function cannot be exercised unless the press is free.

We are supposedly engaged in a process of obtaining an education—a process created to serve society through the thorough development of a critical facility for informed decision-making in the young adults of this society.

In obtaining this education, students should and must come into contact with all the ideas, disciplines, dogmas and controversies of their society and their time, in order that they can be able to critically evaluate and judge all that society puts before them, and be able to think creatively of their own as well as society's future requirements.

Too many educational institutions, while verbally echoing the platitudes of educational liberalism, often in reality are only geared to the preservation of the status quo. Too many, instead of attempting to promote the development of free, critical and uninhibited discussion, actually suppress and inhibit innovation and critical thought.

A democratic society like ours cannot long survive without the continuous infusion of new ideas

new alternatives and critical thought. The higher educational system was intended to and should provide such a flow of new thought and new ideas in order to make sure both society and the nation never become stagnant.

The press, more than any other segment of society, has the responsibility for the preservation and expansion of criticism and invention. And there is no better place to learn and develop such a responsibility than the university environment.

The student press has a historical role on the campus, as critic, gadfly, source of new ideas, and composer of new solutions. It is a tradition which carries with it the weight of tremendous responsibility. The student press can and must play a significant role in providing a forum and a mechanism for educational debate and discussion that produces informed, knowledgeable and thinking future citizens. The student press must be free to learn this responsibility to play this important role.

The student newspaper should be just that—a student, not administrative, edited newspaper. As an editor, we can ask for nothing less than this freedom; the administration should ask for nothing more than that we respect this freedom.

Viet Nam

Last Sunday, the question of Viet Nam moved on to the campus with a rally sponsored by a campus organization.

Viet Nam is a sensitive and involved subject. It is a trouble spot in the world which can be talked about and argued over at great lengths with validity on both sides of the argument.

We, like the reader, are aware of what is going on in Viet Nam mainly through press reports. However, it is undeniably clear that South Vietnam is faced with a takeover from the North.

In recent days the clamor for the United States to withdraw its troops and to leave a land where the majority of the people supposedly do not support our presence has increased, especially within our own nation. We cannot go along with this demand.

We, as the world's strongest democratic form of government, have taken upon ourselves the heavy and lonesome task of preserving freedom in a world which is threatened by Communism. It is by no means an enjoyable role; on the contrary, it is burdensome and expensive, not only in money and material but also in lives. But it is a role which we have assumed because of our strength and determination to keep some semblance of freedom alive in the world and because no one else can assume the role. In Viet Nam or in any other place in the world where freedom is threatened by Communism or some other threat to freedom, we cannot back down from our commitment by a withdrawal or a negotiation table type of defeat.

We wholeheartedly support the retaliatory action which President Johnson has ordered in recent days against the Viet Cong forces in Viet Nam. If an escalation of the war is necessary to prevent a Communist takeover of South Vietnam then we support such an escalation.

There is a time when a nation and its people stand up and say what they believe in and stand their ground. Now is our time. Either we put our tail between our legs and get out of Viet Nam or we stand up and do that which we are now doing and must continue to do. If the price for standing up means the picking up of a rifle and the laying down of many more American lives than have already been given, then we must face such a realization.

"The righteousness of our cause must underlie our strength," said the late President Kennedy. No greater cause can any man or nation seek, find, live for, fight for and, if necessary die for, than the preservation of freedom. Whatever freedom remains in South Vietnam must be salvaged. If we do not assume the risks and costs involved in preserving freedom in the world, then our very own existence is in danger. We have done it before, we must now do it again.

On Other Campuses

Another Drug Investigation

For the second time in less than two years, an investigation of the use of marijuana by Cornell University students has been undertaken.

No arrests have been made yet, but James A. Perkins, Cornell President, said that "several" students were using marijuana and that the university viewed with "utmost concern" its availability and use by "even a few students."

Cornell began the investigation when they were notified that a student at Connecticut College for Women in New London had allegedly obtained marijuana from a Cornell campus source. The Connecticut student became ill and a preliminary investigation by her college traced the drug to Cornell.

'Farriering' To Get Through College

A Florida State University student has learned the farrier (horse-shoeing) trade to finance his education.

As one of two farriers in his county, he now earns \$7.50 an hour,



On The Right

By William Buckley Jr.

A boy in Great Neck, Long Island, writes intelligently in the *New Leader* to remark on the revival of pro-Communism in the schools—or at least in his school, which is the Great Neck South Senior High School. And there is no reason to suppose that things at Great Neck are all that different from things elsewhere, though to judge from the article by young Mr. Steve Kelman, there is every reason to wish that they were.

Kelman is himself a liberal, and he is writing in a pro-socialist magazine, so that what he terms pro-Communism is not to be dismissed as what is thought of as the primitive patriotism of a young McCarthyite. He is talking about the genuine article, about classmates who venerate Castro and Mao, who want us to get out of South Vietnam not because the argument appeals to them that we can't win in South Vietnam but because the argument appeals to them that the Vietcong deserves to win in South Vietnam—because of their superior claims as social revolutionists. He is talking about those students whose views of the American military are formed by Mr. Fred Cook: whose views on Cuban life are taken after I. F. Stone; whose attitudes on China are formed by the apologist accounts of Felix Greene; whose view of America is that of the diseased *Minority of One*.

Young Mr. Kelman, who has read widely in contemporary and recent political literature, wonders why this is so. One might understand, he ruminates, the pro-Communism of the thirties. Then, after all, there was a Great Depression—and Soviet Russia was the symbol of economic reform. Then there was Nazi Germany—to which Communism presented itself as the antithesis. But now there is no depression, and there is no Adolf Hitler. And on the

other hand there is a generation's travesty on idealism, written in the blood pages of Communist history. What is it that moves so many students in Great Neck, Long Island, sons and daughters of the prosperous gentry of the suburban middle class? Is it the moral and intellectual idiocies of some of their elders?

Kelman has ideas on the subject which are worth listening to, since more often than not it takes youth to know youth. There is little true understanding of patriotism in American schools. What few efforts there are to cultivate loyalty to this country (and to its ideals) are vulgar and ritualistic, inducing respectively contempt and restlessness.

Kelman refers to the Fourth-of-July literature of patriotism, and to such exasperatingly boring routinization as daily oaths of allegiance—recently ordained by the New York State legislature. The first, since it fails to inspire true loyalty, has the effect of trivializing it, causing some sensitive students to disdain loyalty as a sort of secular opiate. And

the second, because of its formalistic nature, tending to excite the iconoclastic blood that lurks in the system of every young man.

Kelman goes no further, and has not apparently discovered the other reasons why there is a loose political morality among his classmates. President Kennedy's failure to achieve the Bay of Pigs is not unrelated to the slow gains Castro is now making in advanced opinion quarters. Our indecision in the Far East hardly damages Mao's image. Our kissing and hugging of Nikita Khrushchev does not serve to remind the students of the long long days in the life of Ivan Denisovitch. And Mr. Kelman has yet to meditate on the fact that the reason better books on patriotism don't exist, is that talented people—like his teachers—don't write them, and probably wouldn't read them. There are other reasons, then, why things are as they are in the schools, but it is a matter for celebration when a student, at so early an age, pauses to wonder why they are so.

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Yale's Course Critique

An Academic Scratch Sheet, It Names the Names

Below are examples taken from Yale University's Course Critique which is published by the Yale Daily News and sold on the campus for one dollar. The Critique contains descriptions and analyses of over 200 courses plus an outline of Directed Studies and brief discussions of Yale's three Divisional Majors. Each description was written by a student who was enrolled in the course. In September, 1962, the News published the first critique on the Yale campus in eight years. It is to be revised yearly.

Economics 31:

"In Economics 31, William J. Fellner teaches economic analysis with an historical approach. It is particularly valuable to the history major, the economics major who wants to place his historical knowledge into historical perspective, and the general student who wants to take one course above Economics 10.

"The class is small, informal lecture with questions to clear up difficult points or to get the class off on a tangent. Mr. Fellner's accent sometimes provides a problem, but his stand is clear. He believes in rational consumer choice and the free market."

History 20:

"Next to History 10, History 20 probably offers more-in-lecture jokes than any other course in Yale College. Most of them are bad and all of them are rather risqué, but surprisingly enough they are enjoyable and form the major drawing point of the course."

"Besides the anecdotes, the course is characterized frequently by expressed vocal disapproval. Brooks M. Kelley, the second term lecturer, is better than his first-term predecessor Norman Pollack. The latter was accused of reading his lectures, while the former was labeled dry. The material is good, however, and the complaint lies in presentation rather than substance."

Sociology 22b:

"Sociology 22b is concerned with the organization and problems of industrial management. The course deals entirely with general business theory and does not pretend to prepare the student for the operation of any specific company.

"The lectures, often awkwardly presented, provide only an outline of the readings. Stanley H. Udy Jr. maintains close relations with the class and bases part of his discussions on question from the floor.

"The course demands two hour tests, an optional paper and a final exam."

Physics 12:

"Although Physics 12 imposes a limit of five cuts per semester for the lectures, only the long walk up the hill should keep one from wanting to attend class.

"Kenneth R. Greider is lucid in his coverage of the material. His lectures for the most part are resumes of the text book, but this is necessary since the material covered in the text will enable one to understand most of the material covered."

"The course covers classical mechanics, light, optics, sound, electricity, magnetism, quantum mechanics, and atomic physics.

"The theoretical treatment of these topics is one of the chief weaknesses of the course. Most Physics 12 students are not planning to take more physics so an incorporation of practical applications and theory would be more beneficial to the student and improve the course."

Science I:

"Science I, the liberal arts major's escape from the distributional requirement, will be offered only to freshmen this year. Those non-scientists who have the foresight to take it will be rewarded with an interesting, if erratic, glimpse at science.

"The word erratic is used because Science I, in its determined struggle to avoid being a gut, subjects the student to widely varying degrees of rigor during the year.

"Reading in the Holton and Roller test is short but not very good. Nevertheless, it is a great improvement over the old Rogers text.

"The sections generally have three or four hour tests during the semester, in addition to the final. A 2,000 word paper may be assigned. The grading is fairly lenient, but some tests place too much emphasis upon certain mathematical tricks, as opposed to understanding of the principles involved."

Soupy, The Only Course

EDITOR'S NOTE: The following article on Soupy Sales is reprinted from the Adelphi University school news paper, The Delphian. What with Student Council members recently approving Soupy as possible spring entertainment and with the various stories floating around concerning Soupy's show, we felt that this article would provide information and an insight on Soupy to those who have not seen the show because they have no television, have just not gotten around to watching Soupy, or simply refuse to watch him. Our only comment on Soupy is: to each his own.

The Soupy Sales Show is beginning to get the notoriety it deserves. The Jan. 24 edition of the Herald Tribune's New York Magazine contains a lengthy article with photographs which reveals to his fans what Soupy Sales is really like.

Soupy Sales is a multileveled comic who is the wizard behind a six afternoon WNEW-TV "kiddie" program. According to the New York Herald Tribune feature writers, the show "is the hottest program on local television." The words "multileveled" and "kiddie" must be clarified at this point to excuse their usage. The commercials (dry cereals, kiddie movies, candy, etc.) pie throwing, visual gags and antics of Soupy and his animal assistants are all aimed at amusing children and they do. The constant stream of hip jokes, one-liners, enumerable puns, and current rock and roll dance steps are all written or performed by Soupy and amuse teenagers (his greatest following) as well as parents.

Five days a week at 6:30 p.m. Soupy Sales, resembling an unscarred Carmen Basilio, opens the show with a skit destined to conclude with our hero receiving a pie in the eye and on the rest of his face for that matter.

Dressed in a black V-neck sweater, tan jeans and a floppy polka dot tie, Soupy, unflinching recipient of one or two thrown shaving cream pies during the hour program, begrudgingly introduces a few cartoons, executes some highly stylized commercials, taunts the camera and floor crew and otherwise just clown and laughs his way to the 7:30 mark. "I'm not just another pretty face," quips Soupy.

Regular features of the show are Soupy doing "The Mouse" and the "Soupy Shuffle," two "dance steps," the latter smacking of Charlie Chaplin. Other bits are "Soupy Sez" or the words of wisdom consisting of adages and proverbs with added non-sequiturs and listening to the "radio" for the weather report. This gambit consists of spoofing old time radio programs and is a potpourri of jokes you would expect to hear in vaudeville or from the lips of Henny Youngman. Soupy, the author of these gags, conjures up an image of one of the Three Stooges reading from the archaic Joe Miller Joke Book.

According to the Sunday Herald Tribune's article, Soupy's corny sense of humor is as infectious and genuine off the air as well as on. At times the show resembles a game of verbal charades played by a man in his own home with about seven of his close male friends. The floor and camera crew are known to the audience on a first name basis and their combined unrestrained laughter provide Soupy with the illusion of working in a nightclub. Working or performing are words which don't quite describe Soupy Sales' TV antics. If anything his show is a labor of love although he does accept a generous salary for his sometimes hilarious behavior.

It is odd that you cannot remain noncommittal after having seen the Soupy Sales fiasco. Either you love and boost him

fanatically or dislike him, his show and scorn those who watch him.

In response to those who criticize him too sharply, Soupy Sales, King of the Shaving Cream Shtick, would say, "Cool it, Reba."

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Letters to the Editor

TO THE EDITOR:

At Sunday evening's question, with no statement, and answer part of the South VietNam rally, Dr. Lund stated in his credo that he advocates the direct disobedience of U. S. military personnel to their superior officers in certain circumstances. These circumstances are the U. S. foreign policy in South VietNam. Since when, in U. S. history, has the burden of making U. S. policy been placed on the shoulders of our military personnel? This country has an elected government, run by elected officials; not by a policy making military clique.

The very thing that has kept the South Vietnam government and its armed forces from unity is the very thing which Dr. Lund advocates U. S. military personnel should do: make up your own foreign policy, be a renegade; it is in vogue.

Dr. Lund is free today because the military forces of this country have not decided to make foreign policy to suit themselves; but, rather, to follow the foreign policies of our elected government.

Dr. Lund, like the other co-signers of such a policy of military-personnel-make-up-your-own-policy, has forgotten that he is not the sole source of the guiding light; a guiding light which shall take over when he sees fit; which shall guide the righteous through the darkness and deliver the lambs from the dedicated wolves, wolves who carry shovels and picket signs saying, "We, the peace loving wolves, shall bury you." Amen.

To those who thought that Dr. Lund's answer, "In certain circumstances yes," to the question:

Do you, Dr. Lund, advocate the direct disobedience of military personnel to their superior officers? I say to you, that you are the people who look at the surface, see a little spark and think it is the sun.

JOSEPH LOVAS

TO THE EDITOR:

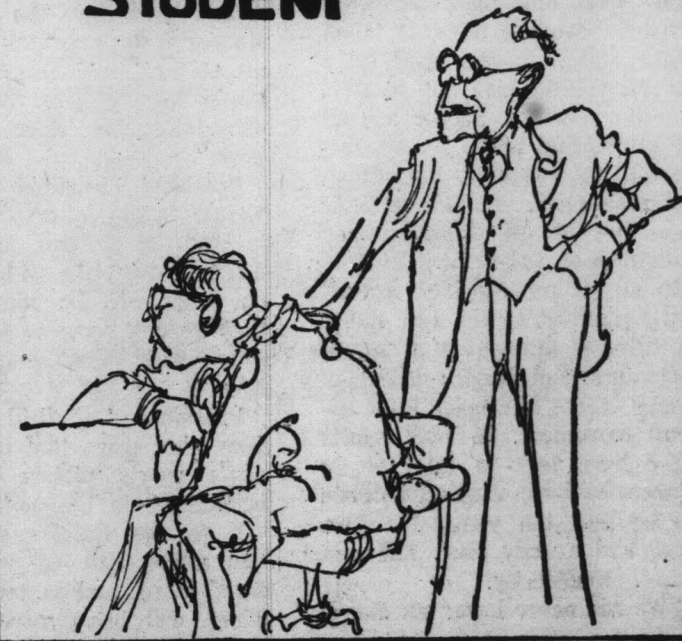
In response to Trish Lerner (President of the U. B. Young Democrats), and her letter to the editor in last week's Scribe; I would first like to say that I am sorry that she and many other U. B. students did not attend the program last Sunday on Viet Nam sponsored by the Student League for Human Rights. I am sure she would have found it very informative.

I am not going to take time and effort to try and refute her position that we should extend the war in Viet Nam, because I am pretty sure that she did not take the time or effort to arrive at that conclusion.

I would venture to say that anything President Johnson and/or our government (as long as they are Democrats) say or do is all right with her (my president or my country-right or wrong). Miss Lerner, being President of the Young Democrats, would do herself well to find out what the word democratic means (with a small d); or would she rather live under a dictatorship? I wonder what her position would be tomorrow, if tomorrow President Johnson advocates withdrawal of all American forces in South Viet-Nam?

STEVE GORDON
President of the
Student League for
Human Rights

PROFESSION: BY DAVE MATHENY
A.C.P.
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In Sports, a Choice: Big Time, Small Time, or Middle Time

By CHARLES WALSH

Two for two.

Two major sport coaches retire within two weeks; one to take on full-time duties as registration director, the other to take a post as assistant coach at another university.

Is it a sign for the new wave of think-win to wash over University sports with new coaches and new ideas? Is this a new beginning, or just a shift in the dull history of mediocrity that has characterized UB athletics?

In the past 38 years the University has grown greatly; buildings, students, and faculty have sprung up everywhere. The growth of the sports program, however, has been far from proportionate to the growth in other areas.

To wit: the football team has never finished with better than five games in the win column and finished only three times with a better than .500 win percentage.

The basketball story also seems to follow a downward trend. In the first years, under present Athletic Director Herb Glines, the Knights put five successive winning seasons together with such stars as Dick LaBash, Alvin Clinkscales, Gus Seaman, and Lou Saccone. The Knights were a force to be reckoned with, compiling records of 16-9, 19-7, 15-8, 13-9.

Suddenly, in 1954 the team began to lose and they have lost in every year since with the lone exception of 1961 when Bob Laemel and Joe Colello led the boardmen to a 14-7 record.

In baseball there has been some signs of progress. Since 1959, when coach Bob DiSpirito took the helm, the UB nine has had only one losing season.

One sport has been somewhat deviously avoided here. It is, of course, soccer. In this sport there has been little else but victory, year in, year out. Soccer has all the marks that make a sport successful, in coaching, recruiting, and, above all, enthusiasm. It is somewhat of an exception and somewhat of an example.

In all, if we consider football and basketball as the two sports on campus that draw a lot of spectators and absorb a lot of money, there has been little upward movement. In both sports there have been a total of 20 chances to have winning seasons in the past ten years . . . we have had exactly four. The rest . . . mediocrity.

"We will never lower our stand-

ards or compromise on academic demands in any way for the sake of a better football team or basketball team," commented President Henry W. Littlefield on the subject of escalating the University's sports program. "I am opposed to the idea of big time sports at Bridgeport," he said. "Our job is to provide a rounded athletic program and beyond that all else is secondary."

Currently, the University has reached a plateau just below the level of their competition. The going system seems to be getting as close to a 500 record as possible, and it is no accident.

"I don't think we need big time sports here," said Athletic Director Dr. Herbert Glines. "I think a .500 win average is enough to strive for. I believe the students would be satisfied with this. Right now, however, we're not even making that."

Dr. Glines pointed out that in football the record has not been as bad as some have made it out to be. "Since Coach DiSpirito took over we have won our share of games," he said. "Last season we got a lot of bad breaks, but I think things will be better from now on."

It was in the basketball program that Glines saw the greatest need for improvement. He indicated that the University had not kept pace with its competition in recent years. "We owe it to the students to produce a winning team once in a while," he affirmed.

Dr. Glines said there were two ways of achieving this goal. One would be to lower the caliber of competition by easing up on the schedule. The other would be to increase the support of the sport with greater scholarship aid and financial grants. "By this I don't mean lowering the entrance standards for some all-state dummy either," said Dr. Glines. "It would merely give the coaches something to offer qualified boys."

President Littlefield added his weight to the latter plan, "I am in favor of perhaps more scholarship aid in line with the present standards for admission, so that we can compete for athletic talent with other schools in the area."

President Littlefield indicated four other ways that the University's sports picture would be brightened in the coming years.

1. As the University's reputation grows with age we will attract more and better students which will bring more and better athletic talent.
2. The growth in the number of high schools, both in this area and elsewhere, will provide a bigger pond to fish in.
3. Arnold College will continue to attract top phys ed students who have always been a bonus to our sports program.
4. More dedicated alumni to recommend talent from their respective areas.

Both President Littlefield and Dr. Glines rejected the idea of "down scheduling" and said there would be some attempt at upping the grade of schools we now

compete with. Glines mentioned Boston University and Rhode Island as possible competition for the cagers, but said he would wait to see if the new coach would improve the team on the present schedule.

In football the newly formed league of Connecticut and New Jersey teams that UB has just officially joined will limit the Purple Knight gridders to about the same type of team they have met in the past.

Asked if he thought the University should deemphasize football and concentrate its efforts in building a powerful basketball squad such as Fairfield U. has done in recent years, President Littlefield replied in the negative, "We couldn't neglect some 100 other boys that might be talented in football and baseball for the sake of having a champion-

ship team. It wouldn't be fair."

Amplifying this statement, Dr. Glines pointed out a danger in emphasis that had not been mentioned before. "If we have a great basketball team and a lousy football team, the only thing we'll hear about is the lousy football team."

The two men seem to be in virtually complete agreement on most of the sports policies both now in effect and due to go into effect in the future. On only one subject did they diverge.

President Littlefield feels that Arnold College is a valuable asset in drawing athletes to the campus purely on the status of its name, while Dr. Glines feels that it has lost most of its effect when it merged with the University. "No one comes here to go to Arnold college anymore," said Dr. Glines, "they come here

because UB is a good phys ed school."

"No, I don't see any big changes in our athletic program in the next ten years," commented President Littlefield, "unless it might be that scholarship aid I mentioned. No, basically we will stay on a middle of the road path."

"Middle of the road," that's the fact of UB sports policy. But now two coaches have resigned within two weeks and some others have their eyes on the door. Fresh blood and new ideas are on their way in. They will not meet a hostile atmosphere when they arrive. There will be changes; new plays, new players, new plans. But whatever the results, they will not even be shown in the 45th Anniversary edition of The Scribe.

Fraternities... Now What?

In the gallery of campus persons, places and things there are few subjects that encounter a wider range of opinion, from undying love to vitriolic hate, than the college fraternity.

To its enemies, the fraternity is merely a collection of conforming, group conscious, alcohol swathed, good timers, who ignore the intellectual challenge of our time.

To its friends the fraternity is the bastion of social education, school house of democracy, matrix of scholarship, bonded together by the magical catalyst of brotherly love.

The lines of battle formed and the battles waged between the two foes is as natural as that of the snake and the mongoose. Despite numerous victories by the anti-fraternity forces, the greeks are still standing but their knees are weak and their footing unsure.

Our concern here is the 14 fraternal organizations now on the University campus. How have they fared in the war? How will they fare?

To place fraternal conditions at UB in their proper perspective we should first take a brief look at the various ways fraternities can exist on a campus.

1. Complete independence from university facilities, the fraternity having a privately owned house, dining facilities, sleeping facilities etc., etc.
2. Separate, privately owned housing facilities while using the common university dining facility.
3. Complete separation within the university facilities, i.e. own dorm floor, dining hall table, etc., etc.
4. Complete integration into the university with meeting held in rooms supplied by the institution.

It is into the last of these categories that the fraternities here at the University fall. A quota on the number of members of any one fraternity that may reside on a single floor is currently in effect. Resident fraternity members are also required to use the University dining hall. So, in fact, on the ladder of fraternal autonomy, Bridgeport organizations can only go up.

But will they go up? Is the University under the weight of the post-Sputnik, up academic, down social trend that has dealt fraternities their most damaging image blow in recent years? In short, is the University fostering fraternalism?

"We have no desire for national fraternities on this campus," said University President, Dr. Henry Littlefield, "I feel they would serve to divide the campus rather than unite it, we don't want this. Why should we take a step to-

ward national fraternities when so many other schools are going in the other direction?"

Littlefield cited the University catalog as a clear statement of the current fraternity policy. Indeed, the catalog's regimented prose makes no mystery of the position, "By official action of the Board of Trustees . . . non-discriminatory, non-resident, social fraternities were permitted to organize on campus." From this brief statement springs most of the administration's justification for fraternal restrictions.

The quota system, whereby only a certain percentage of one fraternity may reside on a dorm floor, has been a constant source of irritation to the brotherhoods. "We have no feeling of identity under the quota system," said one brooding brother, "it practically kills the whole purpose of a fraternity."

But there are other feelings on this subject that hold more weight, "It would just be another aid to diversity and cliques if we were to allow this," said President Littlefield, "we want unity among our students, not diversity."

Dean of Student Personnel, Alfred Wolff, took a more practical view of the quota system. "If we were to allow one fraternity to monopolize a floor of a dorm, what would happen to the few people that didn't belong? How about the ones that drop out of active participation in the fraternity, where will they go? There are just too many problems."

"Problems, sure there are problems, but they could be solved," says Director of Student Activities Richard Doolittle, "like they were solved at the University of Pennsylvania. They now have a working system of dorm floor occupation by individual fraternities." I believe there is a bigger question here," Doolittle said. "Would The University be better off without fraternities?"

In taking up this question he said that he felt the living experience was the most important part of fraternity life. "If we had no fraternities we would have greater dorm spirit, but the 1700 commuters would lose their main source of identification with the University. It would be unfair to them if we did away with the brotherhoods."

Yet the fraternities, separated as they are now, are without one of the foundations for their purpose.

What then will happen? What fate looms on the horizon for fraternities?

A look at administration opinion gives the impression that the path will be up . . . just a little. "I think we could help the fraternities more than we have," Dean Wolff said, "perhaps a permanent room, which they

would pay for, could be supplied by the University. This would at least give them a place to call their own."

According to President Littlefield fraternities are something that "we would not like to lose" so at least that much of the future seems secure, beyond that, all is conjecture. All that can be asked is whether or not the administration is doing all it can for brotherhood, again, is it "fostering fraternalism?"

"No," says Doolittle, "we expect too much from our fraternities and give too little. We expect them to provide a better educational and cultural life without giving them the advantages other fraternities have had elsewhere."

"Yes," says Wolff, "fraternities have a place on campus and we have no desire to see them go under. But we don't want fraternity loyalty to replace University loyalty. In the past they have been guilty of self-centeredness and juvenile excesses. Sometimes they seem to be out in desperate pursuit of fun for fun's sake."

"No," says Doolittle, "unfortunately the University is not in favor of assigning dorms or small parts of large ones to fraternities. Without something like this they cannot be expected to attain the full potential of a fraternity."

Up to now we have rested the fate of fraternities squarely on the shoulders of the administration, as if it were their prerogative and their's alone to set the course of fraternal organizations on the University campus. But is it their's alone?

Perhaps we should question, do fraternities foster fraternalism? "My biggest concern with fraternities here at UB," said Doolittle, "is that they do very little to improve either themselves or the University. They just don't innovate. The Greeks say that the University has given them nothing, and perhaps they haven't, I say, what have the fraternities given the University? The fraternity situation on this campus has not changed since the Greeks came into being on campus."

In summing up his thoughts Doolittle said, "Unless the greeks start thinking of themselves as instruments for change and start using the IntraFraternity Council to implement these changes, the lot of fraternities on the campus of The University of Bridgeport will remain in the same state of stagnation it is in now. For if the fraternities do not know what they want, who does?"

Indeed it is here that the future will be told. Fraternities are a powerful tool for good, both their own and the University's, now it remains to find a way to use them.

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THE COLLEGE OF ARTS AND SCIENCES: The Hub of the University?

By VIRGINIA SMITH

The future of the University rests with the College of Arts and Sciences. In thought, word, and action Dean Leland Miles believes in this principle.

"No university is any better than its college of arts and sciences," Dean Miles maintains. And conversely, there is no other college whose reputation can damage the reputation of an entire university more than the college of arts and science.

The reason for this, Miles explains, is twofold.

The College of Arts and Sciences serves other colleges within the University complex. One extreme example is that 82 percent of an education undergraduate's program is composed of Arts and Sciences disciplines.

The fate and caliber of the M.S. in Education program which the College of Education is undertaking is in the hands of Arts and Sciences, Miles points out in another example. The graduate student will be required to take 21 hours of liberal arts against 11 hours of professional education.

The second reason for the importance of the College of Arts and Sciences in a university complex is in the character of the College itself. Arts and Sciences is the depository for all great disciplines inherited from Western Civilization, Miles notes.

"These disciplines are those which develop a man or a woman as a human being. It necessarily follows that Arts and Sciences is performing the highest function of education," Miles argues.

Since Dean Miles took over his position as dean of the College of Arts and Sciences in September there have been many changes made.

This week plans were announced to establish a Shakespeare Institute at the University in cooperation with the American Festival Shakespearean Theater in Stratford.

Last week it was announced that Dr. Howard L. Parsons, currently chairman of the department of philosophy at Coe College in Cedar Rapids, Iowa, had been appointed Bernhard Professor of Philosophy and chairman of the philosophy department. The addition of a philosophy major was announced early in February.

It was also announced in February

that a speech and drama department had been added to the College of Arts and Sciences. This department would have charge of a University Theater for the production of drama classics.

Dr. James F. Light, professor of English at Indiana State College in Terra Haute, Indiana, was named Bernhard Professor of English and chairman of the English department effective in September, 1965. Dr. Light is a recognized authority in modern American Literature.

The University signed a contract to publish a Monograph Series on British history and culture with the Conference on British Studies, a group of distinguished scholars whose fields touch on British culture. Dean Miles will temporarily serve as senior editor representing the University.

In December Dr. Justus van der Kroef, associate professor of sociology and philosophy and coordinator of the philosophy department, was named chairman of the political science department, effective in the fall.

In announcing the appointment, Miles called Dr. van der Kroef "an extremely valuable man whose specialty is in the political science field and not in the field of philosophy where he has been."

All the additions to the Arts and Science curriculum and the appointments of new men made within the past few months fall into a pattern of improving the academic excellence and image of the College of Arts and Sciences.

In a review of what the College is attempting to do, Miles stressed that the great emphasis this year has been on the recruiting of new leadership and faculty from parts of the United States other than New England. He said that the College's interest has been in men whose names are recognized, who have wide national contacts, and who belong to "that extraordinarily rare breed of teacher-scholar."

"All of these men are extremely fine teachers," Miles emphasizes.

Dean Miles indicates that the College of Arts and Science is acquiring a total of twelve additional faculty members. At least half of these will hold key positions, four being Bernhard

Professors.

A great deal of emphasis has also been placed on the building of an Arts and Science graduate studies program. Here the College is aiming to attract outstanding faculty members who want to teach graduate courses in addition to undergraduate sections and to attract students whose chief interest lies in the academic life, Miles explains.

At least one graduate level course in each Arts and Science discipline will be instituted in the fall with the exception of Spanish and philosophy.

"We are putting our star performers into the graduate program," Miles reports. "For instance, Dr. Millhauser will teach a course in Tennyson and Browning; Dr. Light will have a section of studies in modern American literature."

Miles is optimistic that the graduate program will also pressure the library into expanding its files through an extensive purchasing program.

In addition to recruiting new faculty members, Miles feels that the College has responded to the need of breaking talented people already on the campus loose so that they might develop in their own field to the better advantage of the College. Dean Miles cites Dr. van der Kroef and the speech and dramatic arts authorities as examples.

One innovation which Dean Miles would like to give more time to is planning programs to take advantage of the opportunities in the area surrounding the University. The setting up of the academic liaison between the University and the Shakespearean Theater in Stratford is one example. But there are many more

ideas which could be developed.

"I would like to examine the possibilities of an affiliation with the Famous Writers' School in Westport," Miles explains.

"Also, many people of superior academic quality in related fields live within a 10-mile radius of the University — Marian Anderson, John Hersey, and Robert Penn Warren, the winner of two Pulitzer prizes, are a few," Miles continues. "Nothing has ever been done to bring these people to the University as visiting lecturers, as artists-in-residence, or as members of an advisory committee to the dean."

Why is the current emphasis on the "Arts?" "Because," Miles answers, "the University has the reputation as a vocational school. This is good, but now is the

time to add something else. Now is the time for the College of Arts of Sciences to grow up, for the Arts to catch up with the Sciences."

Will the College of Arts and Sciences be the highlight of the campus 10 years from now?

"That depends on whether we can get the leadership," Miles begins. "That question is being answered every day. Right now things look pretty good."

"But," Miles contends, "It also depends on whether this leadership can attract both more faculty like themselves and a more cosmopolitan student body from all over the United States."

"If it can, then the reputation of the College of Arts and Sciences can be changed in three years, not 10," he concludes.

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PARENTS ASSOCIATION

STUDENT PERSONNEL:

By LOIS HEIKKILA

The University now has approximately 3,500 full-time students from more than 40 states across the nation and 25 foreign countries. This figure represents an increase of 1,367 students from the total full-time enrollment in 1960. In the past two years alone the enrollment has increased by another 500 students.

In 1963 the statistics showed that the University was three times the size it was in 1952, when full-time enrollment was 1,100. By 1970, as part of the University's development program, there will be 5,000 full-time students on campus.

What does this steady increase in enrollment mean in relation to the counselors in Student Personnel?

Is Student Personnel meeting the needs of the present student body?

At the present time there are seven professionally trained guidance counselors on the campus. This means that each counselor, is responsible for 500 students who might seek help in either academic or non-academic problems. But of these seven counselors, how many actually have time to listen to the problems students have and of the 3,500 students how many seek or really need this professional guidance?

"We have seven professionally trained guidance counselors on the staff," said Dean Alfred R. Wolff, dean of Student Personnel, "But I think it's reasonable to say this is equal to only three."

Counselors are involved in many jobs Dean Wolff explained. "I'm a counselor, but I am involved in many administrative services," he said. "I couldn't call myself a full-time counselor."

If the figure of three is used, then each of these counselors has well over 1,000 students as his responsibility, during the academic year. This is assuming that every student on campus seeks counseling.

Although every student may go to Student Personnel for counseling, not all do. Usually a student is requested to visit one of the offices of Student Personnel in either Howland or Seeley Halls after he has experienced academic difficulties.

"We get in touch with students because of our dealing with them at critical time, when he is experiencing academic difficulties, for instance," explained Mrs. Olive Wright, associate counselor of women. "However things may happen in dormitories which may reflect a questionable mental state," continued Mrs. Wright. "In this case the resident assistant will speak with the dorm

• Too much paper work

• Too many students

• Too few counselors

counselor first concerning the student's problem before referring the student to us."

Either upon a student's personal request or referral from another source, Student Personnel acts primarily as a receptive listener to students.

"We give students an opportunity to talk," said Mrs. Wright. "Occasionally a student will solve his own problem." If a student has a more deep-seated problem, then Student Personnel will act as a "referral" agent, she explained.

"I believe that the University must offer counseling to help students achieve their potential in college work," Dean Wolff explained. "However, we are not in therapy work," he continued. "The primary aim of education is not therapy," he reiterated. "This is the function of other outside groups."

Students who voluntarily do seek counseling seem to have one attitude in common—they are immature.

Dr. Claire Fulcher, counselor

of women said, "The most disturbing problem is the student's real feelings of inadequacy."

"The most common disturbing problem is growing up and becoming independent," Mrs. Wright believes. "The student wants to assume self-responsibility and yet is terribly afraid."

"I would say that from my own experiences a student's academic difficulties results from emotional problems," explained Dean Wolff. "A student may use rationalizations to explain his difficulty, but the point is he is unhappy with himself." These are most often the students who meet with C. from S.P.

If a student feels "inadequate," wants "responsibility but is afraid" or is generally "unhappy with himself," then perhaps the basic problem is not the fact that Student Personnel does not have enough counselors to handle all student problems, but rather that students who come to the University are not mature enough to accept the responsibilities of college life. With more counselors perhaps even more students would shrug the responsibility of guiding their own lives" said L. M. Heikkila.

If students are not willing to struggle and solve these problems of "inadequacy" and "fear" there doesn't appear to be any other easy answer.

"Universities and colleges are becoming more machine like, and impersonal," said Dean Wolff. "I feel that Student Personnel and the faculty should work together to make the student feel that the entire University is genuinely interested in his welfare," he continued. "The faculty is also very busy," Dean Wolff said, "but when they are too busy for students then we better look and see where we are going."

The fact remains that this University's 240 faculty members must also prepare lesson plans, correct papers and examinations, participate in departmental planning, attend meetings and possibly attempt to do some research and-or writing on the side, all part of a day's work.

They hardly have time to confer in length with the students who are feeling "inadequate," "unhappy" or "afraid."

Another alternative would be to create a central counseling service where troubled students could bring their cares and woe. But this too seems to be a far distant panacea for present student problems.

"There is a great need for a counseling service," said Dr. Fulcher, "but we perhaps won't have one in the near future."

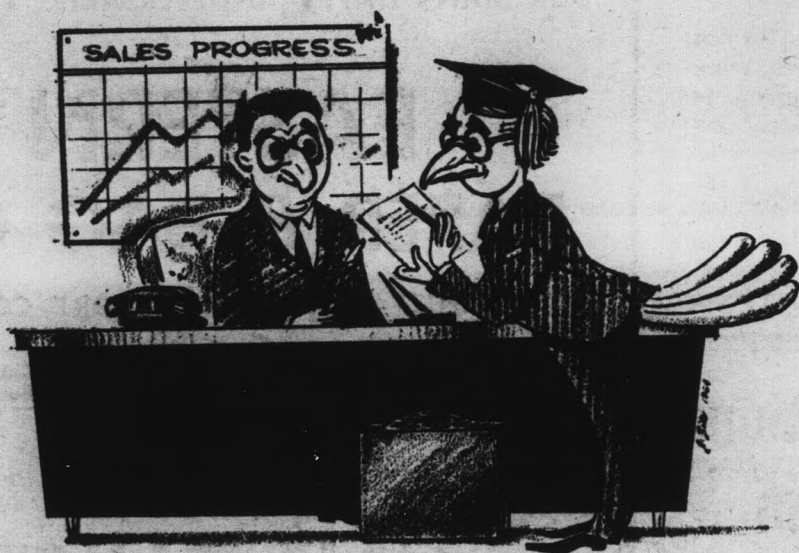
Dean Wolff would also like to see a "counseling service." However, he explained that "the University administration is pressured by many groups who feel that their need is primary." From this it appears that financial assistance in establishing a counseling service is a long way off.

There is one significant factor relevant to students with very serious problems. "The Bridgeport Mental Health Center which is being planned is significant," said Dean Wolff. "Students who need professional help may eventually be referred there for assistance," he continued.

What does the future hold for the office of student personnel?

As student enrollment increases, there is every reason to expect that the number of students who have "feelings of inadequacy," "unhappiness" and "fear of accepting responsibility" will also increase at a comparable rate, and it seems probable to expect the Office of Student Personnel to be in relatively the same position as it is now: pressed for time, involved in just as many administrative services, and in need of more help to guide and counsel students caught in the race to get that college sheepskin.

Contributions of prose or poetry are being sought for Helicon, the campus literary magazine. Anything submitted should be typewritten and left at the main desk in the Student Center before March 17.



IS BUSINESS FOR THE BIRDS?

THE WORD ON CAMPUS IS THAT IT IS. At least, so says a daily business journal. An increasing percentage of college graduates are said to be shunning business in favor of such fields as teaching, scientific research, law and public service.

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Research and Publishing:

Should a University be geared for teaching, research, or should it try for both?

In a recent article in a leading education journal, Lester E. Hurt, chairman of the department of English, State University, Cortland, N.Y., had this to say. "The average undergraduate professor puts in a fifty-hour-week at a minimum if he prepares for his classes (I mean really prepares for them, including a constant revision of his lecture materials), confers with students, corrects examinations and papers thoroughly and judiciously, and plays his part in departmental and college committees and professional organizations.

"If in addition, he must publish, then the administration is either running an academic sweatshop or is deliberately tempting the professor to scant his teaching duties. The average American college is not, cannot be, and should not be primarily a research institution. By every criterion, conditions of employment, faculty assignments, teaching load, community service, public image—it is a teaching institution . . . Parents send their children to college to be taught, and undergraduate professors are hired to teach."

In light of what Hurt says, where does the University stand on the question of teaching, publishing and research? Is faculty publishing required, politely suggested, or simply encouraged?

"We expect professors and associate professors to be engaged in scholarly activities of one type or another," said President Henry W. Littlefield. "This might include research activity, writing literature or artistic contributions."

President Littlefield explained that a faculty member does not have to follow a specific pattern for scholarly work. "The faculty does other things including the development of new courses and experimenting with new media for instruction," President Littlefield added.

The University Office of Institutional Research gathered data from 162 faculty members during the spring of last year. In the report released by director of the program, William R. McKenzie in August, 1964, more than half of the faculty members reporting had publications, or as in the arts, the equivalent of publications, to their credit. Seventy seven, omitting equivalents and non-professional publications, were credited with professional publications, of which more than forty had published in substantial amounts. Seventeen faculty members were judged as outstanding in the area of publications.

A significant step on the road to more advanced scholarly activities was the announcement of the University's publication of the monograph series entitled "Studies in British History and Culture."

The publication on British history and culture will be launched this fall by the University as the Conference on British Studies. Release of the first book as anticipated during the 1966-67 academic year.

Dr. Leland Miles, dean of the College of Arts and Sciences, and scholar on English literature, is senior editor representing the University.

Since the University does expect faculty members to do research, writing or contribute artistically to the total realm of activities, it is interesting to note that there is only one established fund for financial assistance directly on campus.

In 1961 the Faculty Research Fund was inaugurated to underwrite faculty members who wish to carry on research or experimental projects.

Grants from the fund are used to free qualified faculty members

from some of their teaching responsibilities so that they can have additional time to pursue research.

The Fund is administered by the Faculty Standing Committee on Awards and Scholarships and augmented by the Executive Committee of the Faculty Senate. Grants are made on a semester or year basis.

"The Faculty Research Fund is the only one except in projects required by the administration," President Littlefield explained, "however there are innumerable opportunities for faculty members to get fellowships such as Fullbright or National Science Foundation Fellowships."

To date, 27 faculty members have received financial assistance from the Faculty Research Fund. "In 1961 seven grants were awarded faculty members," said Dr. Ralph A. Pickett, secretary of the Executive Committee of Faculty Senate. "In 1962 we gave 10, in 1963, we awarded four grants and in 1964, six grants were given faculty members."

President Littlefield explained that in past years more applications for grants from the fund

were received than could be handled.

Dr. Pickett added that applications for 1965 grants must be made before March 15.

"So far we've received eight requests," he said.

During the current academic year seven University faculty members have received funds from outside sources to conduct independent research.

Leslie V. Bird, associate professor of electrical engineering was awarded a 12 month science faculty fellowship by the National Science Foundation for study towards his doctoral degree at Yale. Bird is taking his leave of absence during the academic year of September 1965 to September 1966. Bird will complete his doctoral program in the area of Statistical Communication theory.

Dr. Ralph O. Blackwood, assistant professor of psychology, was awarded a \$3,672 research

grant from the U. S. Department of Health, Education and Welfare for study of mediating verbal chains in problem solving.

Dr. Blackwood is conducting a two-point investigation into the mediation processes in thinking which may be related to logical and irrational thinking, creativity and problem solving.

Dr. Nuggehali N. Raghuvir, instructor in biology, has been awarded a \$2,000 grant from the National Science Foundation to continue a research project in irradiation of the common flour beetle.

His research will show the effects of partial exposure to ultraviolet rays to the common flour beetle.

Three other faculty members were also awarded Faculty Fellowship grants by the National Science Foundation.

Michael Somers and Hugo James, both assistant professors of Biology in the College of Arts

and Sciences, and Dr. Hassan F. Zandy, associate professor of physics are the recipients.

Prof. Somers and James are both taking two years' leave of the University beginning last semester to complete their studies for doctorates under the grants. Dr. Zandy completed his six-month leave last September.

Dr. Zandy performed research work at the Belfer Graduate School of Science, Yeshiva University, New York City, in the field of plasmaphysics.

Dr. Frederick C. Strong, chairman of the chemistry department received two research awards for which he has been granted leave of absence for the current academic year.

The funds are for research in "Spectrophotometry at High Absorbances," and "Preparation of Sodium Hypochlorite."

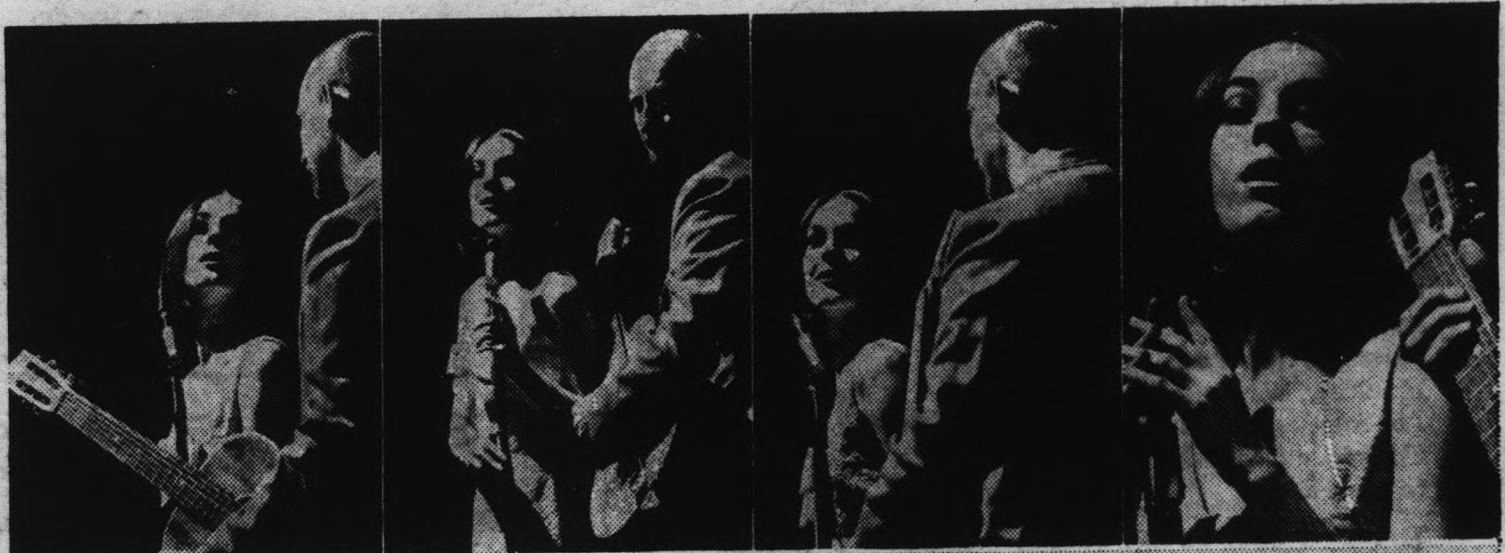
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The figures denote the rise in the number of applicants to the University in the past fifteen years. Applications have multiplied 10 times in that period.

If the present trend continues, a phenomenal number of 70,000 students might make application to the University in 1980.

"I shudder to think what would happen if this trend does continue," Donald W. Kern, Dean of Admissions, exclaimed.

However, even though there was a 40 per cent increase in applications this year over last, Dean Kern does not anticipate this percentage to increase or even remain at its present level.

Each year as the University gains more and more respect as institute of higher learning, less students will apply, Kern explains.

This somewhat paradoxical situation is illustrated by 1963 application statistics to Radcliffe College, the women's division of Harvard University.

Out of 1,800 women who applied to Radcliffe in 1963 1,600 came from the top one-fifth of their high school class. Radcliffe accepted 300 freshmen. Two hundred and eighty-eight had come from the top fifth of their class.

"This clearly demonstrates that there is no point for a woman to apply to Radcliffe unless she is in the top fifth of her class," Kern notes.

Why compare a prestige college like Radcliffe with the University? The answer lies in the Office of Admissions' hope that in the very near future only high school graduates from the top one-half of their classes will ap-

ply to the University.

To make their hope a reality the Office of Admissions must be constantly concerned with getting the true image of the University across to high schools so that students in the bottom three-fifths of their class will not apply.

The University has accepted students from the bottom-half of their high school class, but as the academic standing of the University improves, the number decreases, Kern explains. Eventually the University will accept less students from the bottom three-fifths of their class. How high we will go before we stop taking students, we don't know now," Kern says.

But as evidenced by applicant statistics, the academic caliber of University applicants is going up. In 1962 76 per cent of the applicants were from the top half of their high school class; in 1964 85 per cent, and in 1965 Admission officials expect 88-90 per cent. In addition, in 1962, 24 per cent of the applicants were from the top fifth of their class and in 1964, the figure rose to 29 per cent.

Keeping these percentages rising is Admissions' biggest problem, Kern admits. "Many students, parents, and high school guidance counselors are running five years behind in realizing what kind of applicants the University wants," Kern emphasizes.

A related problem, Kern points out, is that graduates and students who are presently seniors tend to measure University entrance requirements on the basis of what they were when they were accepted. They fail to realize that one-third of today's sen-

iors wouldn't be accepted if they were seeking admittance now."

With the tremendous number of applications the University receives every year, it is obvious the Admissions office doesn't need to recruit applicants. But Gerald Davis, assistant director of Admissions, in good weather averages 26 weeks of the year on the road "recruiting applicants in one sense of the word."

Davis, who estimates that he does 95 per cent of the traveling for the University, covers about 300 high schools in an area which stretches from Waterville, Maine to Arlington, Virginia, and as far west as Gettysburg, Pennsylvania.

"College recruiting has changed tremendously in the last ten years," Davis reports. "Most all colleges have enough bodies applying today. Now it is more of a public relations situation."

Davis visits selected high schools in his territory in order to keep guidance counselors and high school students up to date on the academic standards and the admission requirements of the University.

Davis does try to recruit certain kinds of students to the University each year. "I do this by spending more time in the high schools which we know, from past experience, will send us what we want whether it is more

commuters, more dorm students, Arnold College majors, or, in the case of this year, potential philosophy majors," Davis explains.

Davis, who is hoping for additional help to cut down on his own traveling, doesn't anticipate the day when it will no longer be necessary for him to visit Eastern high schools. There will always be the necessity of keeping high schools posted on university changes.

The number of high schools visited each year and may even increase. Davis speculates that within five years it is quite possible that University Admissions staff members may be visiting selected high schools in the Ohio Valley and other central states.

Whether the number of students from these areas who will apply to the University in future years will be significant enough to change the current geographical distribution of freshmen in the fall of 1964 from a fresh

men class of 1,039 members, 363 were from New York State, 353 from Connecticut, 177 from New Jersey, and 87 from Massachusetts. This breakdown leads many students to wonder whether the University has the philosophy that it exists for the benefit of students from these four states.

Dean Kern emphasizes that there is no such policy. These

states just happen to be the states where the most applications come from and this is only natural since the University is centrally located within the area of these states, he says.

In 1954, the University, once an exclusively commuter college, took 39 per cent of its freshmen class from the greater Bridgeport area. In 1964, the percentage had declined to 21.6 per cent.

These figures lead to another question. Is the University rejecting the commuter for the dormitory student? "This won't happen," Kern maintains. "A balance will be maintained. In addition, some of the finest students are commuters," he pointed out, citing the Cortright scholars who come from among the top 10 in their high school class.

Another reason why the University cannot reject commuters for dormitory students is that it doesn't have the dormitory space to accommodate all the applications received now. Four thousand girls apply for residence halls which can only house 450. Consequently, girls wanting to live in the dormitories must have at least a total of 1100 points on their College Boards and must have come from the top quarter of their high school class.

Every spring the office of Admissions accepts approximately 50 per cent more students than will actually come to the University in September. This, Kern explains, is due to high school students sending as many as five to ten applications to different colleges.

Kern admits that it is risky trying to accurately estimate how many students accepted won't come in September. If the estimate is too small, there are no rooms available in the dormitories. If it is too large, there are costly vacancies. And, Kern says, this is one problem which probably won't change in the immediate future.

One approach to it lies in the tuition and residence hall deposit schedule. "This hasn't been changed in 17 years," Kern points out. "Many colleges require a tuition deposit of \$100 and a dormitory deposit of \$250."

A more realistic approach lies with the applicants themselves who should assess the University's programs and standards carefully before applying, Kern says.

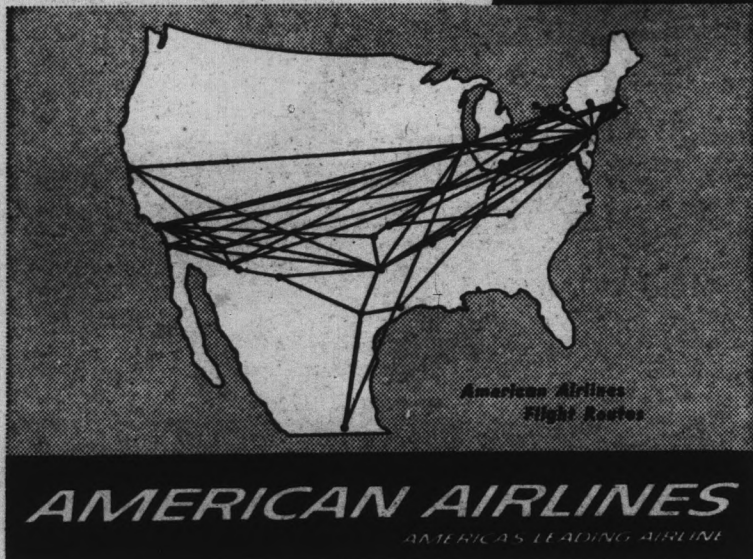
Running the University's office of Admissions is a big job with big problems. As Dean Kern says when asked what problems he foresees in the next 35 years, "It is difficult for us in Admissions to plan for the immediate future. Thirty-five years is incomprehensible when I think that the University could very well be admitting the grandchildren of today's students."

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Lewis

(Continued from Page 1)

stitute," Dean Miles said.

Dr. Lewis began his career as a teacher of English and drama in the New York City schools. He was subsequently a lecturer in history of the drama at the Actor's Theater in Hollywood, chairman of the Drama department at Bennington College in Vermont, professor of theater history at the University of Mexico, and from 1960-61 Executive Director of the New Dramatist's Committee. He holds an A.B. from the City College of New York, an A.M. from Columbia University in comparative literature, and a Ph.D. from Stanford University

in English.

Because of his stature in the field of modern drama, Dr. Lewis will teach a two semester course in modern world drama in the new department of Speech and Dramatic Arts. However, his base of operation will be the English Department, where he will teach the two undergraduate sections of Shakespeare. Dr. Lewis has written a number of articles on Shakespeare and is now at work on a book entitled "Shakespeare's World and Ours."

The Shakespeare Institute will be under the joint auspices of the University and the American

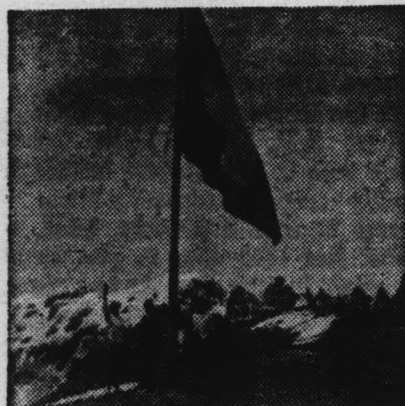
Shakespeare Festival Theater in Stratford. One activity of the Institute will be to teach in each summer term (beginning Summer 1966) a special course (English 560) entitled "Shakespeare Festival Seminar". This course will involve a concentrated study of the four plays being produced served.

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The Broadway National Committee will make an appearance, sponsored by the University, on Saturday, March 20, at 8:30 p.m. at the Klein Memorial Auditorium on Fairfield Avenue.

Students can purchase tickets at the information desk in the Alumni-Student Center beginning on Wednesday, March 10, three days before they are released to the general public.

The prices for the tickets, all reserved, are \$2.50 and \$3.60. Students, using their identification cards, may get the lower priced tickets free and the \$3.60 tickets of the faculty are \$1.00 and \$2.10.

Begins Thursday

(Continued from Page 3)

on and reporters run in and out getting information. As much copy as possible is compiled and sent to the printer by 2 p.m. at the latest. Galleys of copy which were sent to the printer on Friday are corrected for typographical mistakes and sent down with the new copy.

Some reporters remain in The Scribe office after 1 p.m. to finish their stories.

The next deadline comes at 9 a.m. Tuesday morning when all copy with the exception of one story must be at the printers. This often means burning the midnight oil in The Scribe office on Monday evening as last minute stories are finished.

Depending on how much copy has to be done Monday evening, headlines will be done either that night or Tuesday afternoon. Headline writing is one of the more frustrating parts of putting out a newspaper because a staff member often comes up with a beautiful sounding head only to find that it is two or three characters over the number allowed and it goes into the wastepaper basket. While the headlines are being lengthened or shortened, cutlines

for photographs are being written. Galleys of all previous material sent to the printer are corrected and with the headlines, photographs and cutlines are at the printers by 5 p.m.

On Wednesday morning, the editor and copy editor journey to the Milford Citizen Publishing plant in Milford to check more galleys and to cut stories which are too long.

After all stories have been set and their galleys read, the printer proceeds to put the type in the chases, square frames the size of the individual pages, and to lock them up.

Individual proofs of pages are pulled and once again checked for mistakes. If the pages are approved, metal casts are made.

Early in the evening, the presses roll. The paper is bundled and picked up by the circulation staff on Thursday morning and put on the stands.

On Thursday, it starts all over again.

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UB Closes With 71-80 Loss to Stags

Charlie's Play

Last week, I promised a finally final word on school spirit. Well, because this is The Scribe's 35th anniversary, I first thought that I should change the subject to something much more on the nostalgic side. But then, in a burst of righteous indignation, I realized that there was nothing quite so pertinent to The Scribe than student spirit at the University of Bridgeport.

In looking at spirit from a basic point of view we can conclude several facts just from rote observation:

1. Spirit **IS** important on a college campus and one can see this by merely looking at the amount of stress placed upon it by the administration and other armchair judges.

2. The growth of spirit depends not only upon the success of an athletic program but also on such factors as academics, physical plant, and the students' image of the school's image.

3. Spirit is considered as a barometer of the school's general condition just as a normal temperature is a sign of healthiness in humans.

In the long run, none of these facts mean a darn thing with the exception of the third one. They are simply conditions that have evolved through the years and they merely hide the facts that are the real meaning of spirit.

What the hell good is spirit anyway? Until this question was placed to me directly, I, like most others I think, just sort of took it for granted that, "you've got to have spirit, that's all." I have probably wasted several thousand words on the subject without really realizing what I was writing about. All I knew was that I was beating a dead horse and the spirit situation had been about the same at U.B. for as many years as I could remember (I'm a local boy you see). The words of many a Scribe journalist before me had been bounced off these walls and rolled through the consciences of the University population, and things were and are the same.

Spirit is a byproduct of some condition that exists in some schools and not in others. It is that simple, either you've got it or you don't.

I suppose all this sounds like defeatism, but it isn't, there is hope. A school can "get spirit, but not by contests, editorials, or "full boat scholarships." No, the only way to get spirit is to run the school in the way great schools have been run in the past and wait. In time, if the job is done right, it will come . . . or it won't. The last word from me.

Intramural Spotlight

TUG-OF-WAR

K.B.R. was able to snag the Tug-of War championship away from A.G.P. by outpulling them in two out of three tries. A.G.P. seemed to have the title sewed up but K.B.R. had other ideas about the outcome.

FOUL SHOOTING CONTEST

The foul shooting contest ended with Otto Sommer defeating Joe Nickerson in the final shoot-off. Both Sommer and Nickerson shot 23 out of 25 baskets in the contest but Sommer won it in the end with a 4 out of 5 shoot-off score.

BOWLING

Four teams have been successful in their attempt for untarnished records. In the undefeated column are 4th North, A.G.P., K.B.R. and B.R.S. fraternities.

ALL STAR BASKETBALL GAME

Fran Sullivan sank the final two points of the All Star Basketball game Monday, February 22. Sullivan's 15 foot jump shot gave the Tuesday night All Stars a winning edge of 54 to 52. Sullivan led in the scoring with 19 points followed by teammate Lambhuts with 10 points. It was a tight game all the way.

BADMINTON

The name deadline for the badminton tournament is March 9 from 9 to 5 p.m. The tournament will be held on March 10 from 1 to 3 p.m.

WRESTLING

Frank Vito recorded the quickest pin in the wrestling tournament with a 45 second pin. All class champions won by pins with

the exception of the 165 pound class which ended when the loser was hurt in a mishap. The winner of the 145 pound class was Bill Glick, and the 165 pound class was won by Joe Carbone. Frank "Quick-Pin" Vito took the 175 class easily. John Buckman copped the 185 class and John Gonzales outwrestled the big boys to win the heavyweight contest.

STANDINGS

K.B.R. fraternity surged ahead of A.G.P. this week with point gaining triumphs. K.B.R. now leads with 165 points, a gain of 58 points since last week A.G.P. increased their total to 148 points, this was a good gain but not enough to stay the tide of K.B.R. O.S.R. and B.R.S. were able to land on the tally sheet with increases to 73 and 70 respectively.

In the dorms and Independents League Schiott Hall leads the pack with 60 points. Next in this tightly matched league 4th South comes in with a 53 point total. Hillel has been able to pile up 51 points in their struggle to gain the top spot. The Phillies have managed through untiring effort to maintain their total of 45 points.

The Student Christian Association will have as guest speaker Dr. George F. Johnson of the biology department, who will be speaking on "Christian Education."

The meeting will be held on Tuesday at 7:30 p.m. in room 201 at the Student Center.

Late Surge Fizzles

The University cagers took their bi-annual beating of the season from Fairfield U. last Saturday night, 71-80.

This time however, the Stags almost got the surprise of their basketball lives when the Purple Knights pulled a second half rally behind the sizzling play of Bill Gerner.

A cheering crowd of some 2,000 fans watched the Knights reduce a 39-29 halftime deficit to a 59-59 deadlock with but 6:40 left to play in the game. Gerner's shift ball handling and inside shooting in the second half was the chief contributor to the Knight rally.

Unfortunately the Stags had some fight left and subsequently squelched the final UB hopes for glory as Joe Pascale swished a jumper the next time the Fairfielders got the ball.

Sophomore Jim Brown followed with two driving lay-ups, sandwiched around a jump shot by Pat Burke which accounted for the decisive eight-point spurt.

The fired-up Knights weren't

finished, however, as Bill O'Dowd pumped in two long jump shots and Gerner added two of his high game total of 22 points. Fairfield could manage only a free throw by Phillips during this stretch and led by 68-65 with 3:07 remaining.

The Stags then broke loose on their second scoring rampage with ten points including six free throws, five of them by Burke. Hustling Bill Pritz triggered the rally with a long push shot and Burke, who connected on only four of 18 shots during the game and wound up with 13 points, supplied the clincher with a three-point play on an offensive tap.

It was a contest in which UB played hard enough to win, but in the final analysis, couldn't put the ball in the basket often enough to turn the trick.

The Knights, playing their final game for Coach Gus Seaman, who recently announced his resignation, used an effective zone defense which kept Fairfield from driving through the middle and controlling the offensive boards.

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